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OUR COUNTRY SCHOOLS.

Read before the executive session of the State Teachers' Association, at Madison, December 26, 1877, by Prest. W. C. WHITFORD, and published in the *Journal* by the request of the Association.

A few weeks since, the president of the association very kindly invited me to present before your body, at this session, a sort of an inaugural address, in which I should outline my views on the prominent questions now discussed by the educators of the state. I was loath to occupy your time with an extended review of the policy which I hope to pursue in my administration, as the incoming state superintendent. I was partly led to adopt this course by the desire to consult more fully than I have done with the leading friends and supporters of our public schools on some subjects, before definitely announcing any opinions on these, and to reflect more carefully upon certain practical measures which seem necessary to reach the ends demanded by the intelligent and thoughtful teachers. I am inclined to hold tenaciously to well established principles and methods, as furnishing usually the safest guides under existing circumstances; but I trust that I am ready to adopt and use even radical reforms in our present system of education, when demonstrated to be beneficial and necessary.

But I consented to comply with the invitation, so far as to lay before you a paper on a topic in which I have had a life-long interest, and which now concerns, as I conceive, the mass of our citizens more vitally than any other educational question before the state. I refer to *the conditino and needs of the public schools in the small villages*

and the rural districts. These may be distinguished from those of our cities and large villages as the ungraded schools.

The way appears to be opened for a critical and general investigation of the problem which these schools present. Three products, very satisfactory, have been attained by our educational efforts; viz., a largely endowed and well patronized State University, four efficient and popular normal schools, and three hundred and eighty-five graded schools, many of which are employing the best known processes for training the young. We need not mention the amount of public attention which has hitherto been bestowed upon these enterprises. The fact is clearly settled that they will never be abolished, nor crippled in their beneficent operations. While we do not lessen our care or interest for these institutions, our minds now naturally turn to consider the standing and outcome of the common schools at the cross-roads.

In our state, last year, this class of schools numbered, 5,235, and were attended by nearly three-fourths of 282,186 children, taught in all our public schools. At least 7,000 different teachers were employed in these rural schools, and a million and a half of dollars were expended in maintaining them, nearly three times the sum paid out for the support of the city and village graded schools. In addition to these things, it is evident that from the country districts must come the chief supply of the students for our higher institutions of learning, of the teachers for our various grades of schools, of the farmers and mechanics of the next generation, of the members of the already crowded professions, and of the leaders in society, in the church, and in civil life. The influences which the state can directly exert upon the country boys and girls to aid in developing their intellects and in forming their characters, will conduce the most effectively to shape and determine its career and prosperity.

Now, in what condition do we find the vast majority of the schools which we are considering? Far be it from me to undervalue or decry the work accomplished in them. No class of laborers associated with us command so fully my hearty sympathy as the earnest and conscientious teachers in our rural neighborhoods. I look with admiration and pride upon the thousands of young men and women in these places, who are longing and striving to obtain, with poorly supplied and ill suited facilities, a fairly thorough and liberal mental culture. I cannot withhold words of warm commendation and praise from the

hundreds of fathers and mothers, toiling in the humbler industrial pursuits, sacrificing many comforts of life, and executing the most successful plans, even under the adverse and depressing influences which rest upon the schools near their homes, in order to give their sons and their daughters the best advantages secured in our high schools, in the few colleges in the state, and in our university. We must not be blind to the fact that very many of our skilled artizans, our managers in the religious and the political spheres, our wealthiest tradesmen, the thriftiest cultivators of our lands, and the active instructors of our youth, have received their principal, if not their entire mental, training in our country schools. Here has been gendered that remarkable spirit of self-reliance and ambition so characteristic of the people of our country. You will find a straight route from the lowliest district school-house to the palace of the millionaire, the court room of the judge, or the mansion of the president.

With all the excellent results which these schools are producing, still their defects are manifest and lamentable. The weakest points in our educational system are found here. The most ardent admirer of our common schools, while extremely sensitive under all criticisms upon their management and their results, must admit that they are capable of great improvement. There are some well informed people who assert that our rural schools have deteriorated in the past thirty years in the quality of their instruction and discipline. You will meet with leading school officers and teachers who claim with positiveness that the status of the country schools is but slightly better than that of twenty years ago. In my opinion there has been a progress by way of a preparation in them for far better results. But stand at the head of an institution which receives into its classes, from the families of our country and village population, the young people of average attainments and abilities, or even with the brightest minds and the best scholarship attainable at home, and for twenty-five years furnish hundreds of them with academic and collegiate instruction; then you will be compelled to acknowledge that our elementary schools are in too many cases inflicting upon their pupils ignorance of the simplest elements taught in them, ill formed habits of study and thinking, and loose morality in observing the essential laws of the community and the needful regulations of school life. A large percentage of the applicants for admission into our national military and naval schools, though examined only in the primary branches, are re-

jected on the ground of their defective knowledge of these subjects. It is found impossible to organize, in this state and elsewhere in this country, a purely normal school for professional training of teachers; because so much time and energy have to be devoted in supplementing the wretched instruction and the worse mental drill, which many of the students have received in the district schools. The fault lies not so much with the scholars, nor with the teachers, nor with the mass of the supporters of these rural schools, as with the educational ideas which control them, and with the educational system which begets these ideas. If this be true, a fearful responsibility rests upon those, be they politicians, statesmen, or educators, who fashion and guide the public masses to organize and conduct our country schools.

That we may be more certain in our convictions, let us notice in detail the marked defects of these schools:

1. It is doubtless true that some advancement has recently been made in providing the external accommodations in our districts. More substantial and more convenient school-houses have been erected in many localities, and considerable modern furniture and simple apparatus supplied. But the contrast between the airy, well ventilated, and elegantly furnished rooms of our city graded schools, and the small, ill arranged, and dingy looking school-houses in very many country places, is the contrast between a palace and a hovel. The annual reports show that a much larger number of out-buildings are furnished than were fifteen or twenty years ago. Then the condition of the school grounds was simply appauling, and seemed designed to offend the most refined instincts in the children's minds. Yet there is abundant opportunity to improve in this respect. Our scholars must seek, in the most careful and delicate ways, to cultivate the sense of shame, which is the primary impulse toward a civilized life. In a large majority of our school-rooms are needed well selected maps, charts, simple cabinets of minerals, animal preparations, and inexpensive apparatus for illustrating the elementary facts of the mathematical and physical sciences. As a rule, the school grounds should be ornamented with deciduous and evergreen trees, and other appliances supplied, in order to develope in the youth a taste for the beautiful.

2. Nowhere in our country, except in some churches controlled by the congregational polity, are the extreme views of a democratic government so firmly held as in the country school districts. This state of affairs pertains not only to the election of school officers, and

the choice of teachers, and the attendance of the scholars, but more especially to the notions and customs which virtually regulate the whole management of the schools. They dictate the rules which govern the teacher in forming the classes, in conducting the recitations, and in correcting the mischievous and lawless children. The intense individualism brought out in these districts exposes the schools to be influenced by the local jealousies, the partizan prejudices, the neighborhood quarrels, and the personal piques, which exist in very many of these places. A fair minded and generous hearted teacher, falling into the power of some districts where these conditions prevail in their worst form, falls into a den of lions, without any assurance promised him that some miraculous agency will close the mouths of these lions. The frequent changes of teachers in our district schools are owing, in a great measure, to these conditions. The teachers have been visited with the hatred of some faction which they have failed to conciliate or suppress; some disobedient and self-willed boy has enlisted the public sentiment against the patient and peace-loving school-master; a new man or woman must be called to take the charge to avoid a disturbance or hard feelings; some parent whose wishes have not been duly consulted by the school officers or the teacher, decides that the school is a failure, and that his children must therefore remain at home; and some lady cousin of the district clerk is keeping the school and pocketing the wages, and the older scholars deride and scandalize her because they know that they are as well fitted as she to teach.

Where so many school officers have to be selected in all the districts, and each set among so few inhabitants, and the choice is often determined amidst these discordant elements of the neighborhood, it is no wonder that many of these officers are utterly indifferent or incompetent in the administration of the school affairs.

A cursory glance will show that these schools, in their ideas and operations, are quite independent of each other, and of the authority of the state. In reality, they decide, in most part, what shall be the amount of money to be raised for their support, regulate the courses of study, and determine the qualifications of the teachers whom they hire, and establish the code of rules for the government and discipline of the pupils. It is too true that our state system of public schools is largely a collection of separate district schools.

Large liberty is given, under these circumstances, to run the schools on the narrowest and most stingy notions of economy. To maintain

our schools at starvation prices is to invite the teachers to accept other and more remunerative occupations, and for the district to secure a premium for stupidity, incompetence, and meanness. To obtain better results and be satisfied with the investment of our money, we must be willing to pay more for energy, experience, high culture, and stern moral character in our teachers.

3. No proper classification of pupils can be formed in these country schools. Great disparity of ages, attainments, and aptitudes prevail often in each school. Ex-Superintendent Bateman, of Illinois, says, on this point: "Little fellows, who have just touched the line of eligibility, are there for the first time, with their primers and spelling books, intent upon mastering the mysteries of the alphabet. There, too, are young men and misses, for the last time, having traveled again and again the most advanced ground of the scanty curriculum, yet hoping to gather up some additional crumbs of knowledge before saying good-bye to school. Between these extremes are all the grades, the dull and the bright, the fast and the slow, the gentle and the rough, the strong and the weak, all to be instructed and cared for in innumerable ways by one teacher." As a result of these conditions, the pupils are arranged into too many classes, and a great variety of studies must be gone over each day. There is no concentration of thought; there is no time to impress the main points of a lesson on the minds of the scholars; there can be no living interest, no deep enthusiasm in any single direction. Confusion and discord must be felt by the pupils and master. The best approved methods for study and recitation require quiet, sedateness, and steady application; and these methods, if they are known, cannot be practiced.

The variety of text-books on the same subjects, still found in some schools, the too frequent changes of these books in many districts, and the tardy or imperfect supply quite often realized, prevent any close and skillful systematizing of the work, if all the other elements of the school were propitious.

The ideas of personal independence which prevail in our districts, allow many pupils to reject, in toto, some of the studies, and pursue only those which they can easily understand, or for which they have acquired some inclination. No system of rigid examinations holds these pupils to their tasks and prevent the relinquishing of a subject until they have mastered it.

These country schools are greatly weakened, and have not the stur-

dy materials which many of them had thirty years since, because the ambitious and more advanced scholars, not finding at home the educational privileges which they covet, seek instruction in the high schools of our villages and cities, and in the preparatory departments of our academies and colleges.

4. Very many of the teachers of the rural schools have inadequate qualifications. They are, as a general rule, young in years, have meager acquirements, and are inexperienced and untrained in their work. It is astonishing, and yet it is not, that so few of our common school-teachers are satisfied with obtaining merely the third grade certificate. These teachers do not expect, and they have no right to expect, to give instruction in the schools for more than three to five terms, and after this they intend to enter upon some permanent business. As poorly prepared as they may be in literary attainments, they have still less acquaintance with the grand and successful manipulations of children's minds employed in our best classified and equipped schools. The following is a sad picture, but it is drawn by a truthful hand: "Nothing can be more certain than that an incompetent teacher," in one of these schools, "inflicts positive and irreparable injury. He blunts the intellectual faculties, stifles the natural desire for knowledge, makes the school odious, fills the mind with distorted conceptions, corrupts the moral, nature, induces careless, superficial and slothful habits, and leaves the character of his pupils a helpless wreck, to drift about on the sea of life, the sport of every wind that blows." On account of the nature of the work, the moderate compensation, and the fickleness of school districts, the best fitted and most successful teachers leave the country positions and drift into the graded schools. The latter, also, in this way, injure the efficiency of the former.

5. There is too general want of the highest incentives to study and moral effort. The range of studies is comparatively limited and do not satisfy the earnest and intelligent scholars. Very often those in the advanced classes are compelled to drudge, term after term, over the same lessons, acquiring no new thoughts, nor increasing their mental power. No arrangements for extended promotions stimulate and steady both the teacher and the pupil. The dreadful but important day of examinations to reach higher grades, of this most country pupils are in blissful ignorance. The influence of the higher studies and of the supervision of thoroughly qualified instructors upon the mem-

bers of the lower classes is not felt. The distance between an average boy in one of these schools and a position in which he can acquire wealth, literary distinction, or public honors, appears often to him like a great gulf; and he pauses in the midst of his ambitious efforts and sits down disheartened, knowing that he has no preparation and no opportunity to gratify his laudable desires.

The justness of what I have written in regard to the country schools will appear more evident, and my argument at this point will have a fitting close, if I quote the following terse statements from an article by President Phelps upon the same subject. In speaking of the conditions of success in the graded schools, which I wish to contrast with those existing in our elementary schools, he says: "They are generally supplied with conveniences, well furnished and comfortable school edifices. They are able to command the services of educated, skillful, and permanent teachers. They possess libraries, apparatus, and most of the material aids to instruction. Their gradation, as a general rule, is carefully adjusted to the successive stages in the evolution of the human faculties, and the principle of *a division of skilled labor*, suited to each of the stages, is applied to the work in hand. In the department of administration there are boards of education and efficient superintendents, exercising a critical scrutiny into the minutest details, and infusing into the schools all the energy and inspiration which they are capable of receiving."

In view of all the facts, are we not justified in saying that in no other public enterprise of such greatness and value, is there such a waste of time, money, and labor on the part of parents, teachers, and pupils? In looking at what can possibly be attained in these schools, shall we not say that this waste is certainly inexcusable?

But you may plead that the state is conscious of its obligations to improve our country schools, and that it is doing all that it has in its power to lessen the evils in them. I know that it enforces a general system for their instruction and advancement; raises millions of dollars for their support; employs scores of county superintendents, as able and self-denying as any in the land, to supervise the qualifications of the teachers and the schools themselves; has founded normal schools which supply training for over a thousand teachers at once, and are not surpassed by those of the older states; and has established superior arrangements for holding institutes, so as to reach and mould every teacher in our public schools. Grant all these facts, and give the

state due credit for its vast provision to aid popular education, yet the deficiencies exist and should be speedily removed.

The proper solution of the proplem before us is a gigantic task. Possibly the educators of the state have never been called to consider one of a more serious and difficult nature. But let us not shrink from the responsibility of grasping clearly the subject, and of determining as speedily as possible what shall be, not a theoretical, but a practical and permanent remedy for "the ills the schools are heir to." What must be gained may appear insignificant in comparison with the magnitude of the demands upon us. Progress will be slow and sometimes uncertain. We can rely implicitly upon the partiality of the people for their common schools. But we must convince them that important, if not radical, changes must be effected in the methods of their management and conduct.

AVERAGE COUNTRY SCHOOLS.

AS SEEN BY A COUNTY SUPERINTENDENT.

The fact that in a county of 10,500 children of school age but 2,000, or one out of five, attend anything more than the ungraded school, gives the condition of this considerable prominence, for in it four-fifths of this local population receive nine-tenths of all their schooling, though this ratio may not hold good throughout the state. In the consideration of an average country school, it must be borne in mind that the best have to be cut down in order to raise up the worst; and in this cutting down the best, the fairest flowers disappear, which those who teach them must recollect while reading this.

The composition of the school is of course the teacher and the taught; the former on the average being in stature a man or a woman, but in thought, and often in action, a child. With the egotism peculiar to adolescence, which makes "fools rush in where angels fear to tread," he has boldly faced a wordy technical examination, and without a thought of special fitness or fitting, unfalteringly enters on the discharge of the duties of a profession from which the profoundest intellects of earth shrink discouraged.

His education has usually been in pursuit of, and valued only for securing certificates; and so little has he valued knowledge for its

own sake or for his own development, that were all of the present certificate branches stricken from the list and others substituted, the present ones would be as wholly neglected as they have been by him in the past monopolized. His whole educational existence has in effect been bounded by the studies necessary to allow him, fit or unfit, at the earliest moment possible to earn money in school; and this goal being reached, further effort is abandoned except as rendered imperative by encroachments of the superintendent.

In justification of this statement may be adduced the fact, that of thousands of teachers known, few receive good third grade standings, and very few indeed pass on to higher grades; and of those who have taught from ten terms upwards, few can show an increase on their standings of one per cent. per term.

Subjects such as aims of our school system, relation of teacher to society, influence of heredity and habit on schooling, industrial education, mental action, *the average school,* cast no shadow over his serene repose, but are relegated to state teachers' associations or educational journals to be treated by visionaries in long drawn sentences.

Our average teacher has fair morals, habits and intentions, though much lowered by a few base specimens who gossip or scandal while talking, loaf (ladies in rocking chair in parlor as well as men in stores and barrooms), dance, chew, smoke, swear and, sad indeed, gamble and drink. And of the average teacher it may be said, he is passively, but not aggressively good; that is, he keeps himself straight, but seldom exerts himself to straighten any one else in manners and morals.

In the management of the average school there is usually an absence of machine work, or else the machinery is of ancient date and sadly in want of repairs; for between that drill sergeant school where the movements, signals, attitudes, recitations, diagrams and problems are studied for effect on visitors to divert their attention from the real teaching, to that other extreme of open defiance and insubordination where all is uproar and confusion, both of which are rare, there lies a middle ground whose average signals, movements, recitations of classes, methods of working and reciting have so little of system about them that no methodical habits are acquired by pupils; and though they may grow no worse than they were when they entered school, yet having acquired no better habits the school has in this failed, and one of the best features of a good citizen is lost. In other words, what might by a little more effort and precision have produced

good habits, has through the inappreciation or indolence of the teacher been so carelessly done as to produce absolutely nothing for the pupil to carry out of school into his after life.

Many of these schools are seminaries of laziness rather than of learning, and much of the trouble occasioned by large pupils had its origin in the indolent, careless habits they formed when smaller.

The doctrine of prevention of trouble, by keeping each and every child so busy that he never finds time for mischief or laziness, may be believed, but is little practiced in these average schools.

Punishments are vindictive or to right (?) what was amiss, and are inflicted on the democratic doctrine of equal (rights or) doses for all, irrespective of time, place or circumstances, instead of reformatory, or to lead the child to see his wrong, and to do better in future.

In our average school a knowledge of of the different branches. or "going through" the different books, is considered the only valuable and honorable part of school work, and it is on this field that the teacher lays out his strength. Manners, morals, habits, discipline, what are they compared to so many pages a day — mere trash that superintendents and over-nice people will bother him with. And so he assigns questions, and, text-book in hand, listens to note that pupil and book agree, seldom broadening out the lesson from his own information. He is particular (if at all) about the words of the extract, but seldom bothers about the spirit or application of it. By some patent purifier process, the average school is fed on the chaff, or form, of institute methods; for the teacher sees what the institute man does, but seldom sees what he is driving at, and as the conductor ventilates his hobbies most at the institute, so the school has to catch the hobby afterward, with equal fever but with sad effect.

Calisthenics, marches, phonics, botany, diagramming, map drawing, written examinations, wax and wane in rotation, irrespective of the needs of the school or of the educational function or value of each. The reading of these schools is either droningly shuffling, or trippingly listless. The arithmetic is unreliable except in the fundamental operations; and though pupils may have recited about interest, exchange, bills, notes and accounts, yet business men regard them with a shrug. Writing lacks in neatness, legibility and system, and seldom is written work put up to "look like business." Grammar is usually a jumble of memorized facts, which do little to aid in speaking or writing the language. Geography, by virtues of its own which

inhere through poor teaching, yields about as good results as any of the list. Most of these results are due to attempting too much, sometimes in response to local demands either of parents or pupils, but far the most is due to the teachers, who try to do so much per term that it must perforce be poorly done.

The manners and morals of these schools are seldom above the average of their neighborhoods, and are, in some cases, lower.

The teacher, as was before observed, does not *exert* himself much to straighten others, and does not fully appreciate the tendency of children to imitate the bad rather than the good traits of each other, whereby the best who attend are attracted downward to the level of the lowest, with no counter-attraction to raise any up, unless it emanate from the teacher, which seldom *aggressively* occurs. Where outhouses are absent, or are too small, common recesses are common nuisances which teachers perpetuate thoughtlessly, or because they give them a rest; although they break down that personal reserve which is a strong defense of chastity, and often cause disease by causing the retention of that which should be discharged. Intermissions are more quiet and orderly than formerly, though a few are yet pandemoniums where confusion reigns supereme, inside and out.

The "taught," or pupils as they finish their schooling, are the *fruit* of these schools; and if "by your fruit shall ye be known" be applied to them little credit is theirs, for this average product of the average country school can do nothing well. He has possibilities, but he had them before he went to school. He has a little more book knowledge, and that is all. His schooling has not inclined him to be more moral, orderly, prompt, attentive, systematic, neat, practical and considerate; nor has he been led to thirst for learning, leaving school determined to push up higher. Truly this average country school, which has to do all that is done for more than half the children of the state, needs consideration and missionaries. The education it furnishes, though poor and meagre, is better than none, and yet how little for an immortal soul.

The claim that these schools have not improved in twenty years or more, will apply more to the *quality* of what is done than to the *quantity*. Since that time the three "Rs" have been supplemented by history, geography, constitutions, mental arithmetic and orthœpy, as a distinct item, and it is in this *dispersion of force* that the failure to improve the "Rs" lies. The expense is justified now by even the

meager results as above stated, but how much more might be derived could this work be better done. L.

THE KIND OF INSTRUCTION SUITED TO OUR COMMON SCHOOLS.

An earnest, inexperienced teacher seeking to know the best way to do his work, must feel somewhat bewildered by the (seemingly?) contradictory counsel given in works on education. On one page he is made nervous by reading of the dangers of overwork in schools; on the next page he is made ashamed of his insufficiency by reading a long list of stimulants warranted to get the greatest amount of work out of a class. By one he is urged to have his pupils put every statement into the most perfectly logical form, while another would ignore the logical faculty in the elementary course, reserving their culture for the college or university. Of the common school boys and girls,

> Theirs not to reason why,
> Theirs but to do or die,
> Simple six hundred.

Now it is true that our common schools should be held strictly to certain things. They should be required to bring their pupils to read intelligently and intelligibly; to perform ordinary arithmetical work accurately and expeditiously, to express their thoughts grammatically both orally and in writing, as well as some other practical things. It is true no plea of high culture is an excuse for miserable reading, no plea of exceptional genuius (e. g. a second Rufus Choate or Horace Greeley) is to be accepted for unreadable manuscript, no amount of logical form can be an offset to false results in numbers, and no prospective Greek or Latin an equivalent for bad English.

It is further true that some of us have seen with some amusement not unmingled with a slight contempt, the *elite* of the teaching force of the state laboring for half an hour over (what at last was found to be the unattainable), the proper way to solve the question, "If six apples cost 12 cents, what is the price of one?" It is true we have heard, and pitied while we heard, a scholar go through an elaborate analysis (according to form) of an example in Mental Arithmetic with no more *sense* of the logic than a parrot has of the Lord's prayer he

has been taught to repeat by his antiquated mistress, so proud of her pious labors. It is most true that much precious time and energy have been wasted in drilling in the forms and formulas which have amounted to nothing but withered leaves barren of fruit, serving only to deceive both teacher and scholar.

But is there no plan for logical thought and expression in the common school? Does this faculty only effloresce after the scholar has crossed its threshold for the last time? Is its culture a foe to right *doing?* If so, pity our common schools and the thousands who get no other training than it affords. Do not the elementary studies demand for their most efficient, practical use, the exercise of the analytical and deductive faculties? Does not the proper use of these faculties facilitate the acquirement of the practical ability? And is not the failure to develop harmoniously the higher intellectual powers, rather the fault of erroneous methods than any inherent unsuitableness in common school scholars or in the common school curriculum?

If there is one thing that mental philosophy has settled, it is that in intellectual discipline the concept must precede the expression, and that the surest way to stultify intellectual growth, is to fill the mind with expressions that convey no thought or erroneous thought to the mind of the utterer. Yet such has been the character of the work which has been dignified with the title of analytical work, while in reality it exercises only the lowest of the intellectual faculties, and then only in the most profitless way. Dr. Carpenter in his excellent work on mental physiology (a work which teachers would do well to study), has shown the philosophy of this.

There is one advantage, however, of this vicious method, an advantage which with some teachers outweighs all other considerations. By it a class can be made to show off admirably before an ignorant audience. But woe to the teacher when his class is touched by an Ithuriel's spear; its batrachian character is made painfully manifest. And thrice woe to the pupils whose training is intrusted to such a teacher. Their higher intellectual powers become atrophical to such an extent that no amount of college pabulum in after life will restore.

But there is a way of developing the higher faculties in our common schools, and in the use of its curriculum, and that not to the hinderance but to the furtherance of its practical (bread and butter) use. And moreover it produces that germinant state of the mind that refuses to stop its growth with its school life, but making use of all

the after events of life, attains that higher culture which ought to be the possession of every citizen under a free government.

This, however, will never be done by a perfunctory teacher or by one who seeks miraculously showy results. This would be seeking for the living among the dead. All healthy growth is a comparatively slow process. To produce a full grown orange from the seed in an hour, is an eastern jugglery. To develop a healthy process of deduction or induction requires time — time to observe the facts, time to consider the relations, and time to find the *approximately* fitting expression. I use the word approximately advisedly. The expression should be the legitimate outgrowth of the thought, shadowing its crudeness and imperfection. And this should be accepted tentatively in the sure and certain hope of improved expression with improved mental processes. Why should the skull be larger or better formed than the inhabiting brain? Why should we deceive ourselves with the appearance of chest and calves due entirely to padding, and laid aside with our garments? Bring up the clear clean-cut expression as we bring up the clean clear-visioned mind. Let them go hand in hand, giving to each other aid and comfort. Let not a mass of inconsequent words bury up the struggling thought, or the awakening thought perish for lack of power to call up the fitting word, but so teach that the golden light will in due time find its golden urn.

Pewaukee. A. F. NORTH.

CO-EDUCATION.

This subject is now assuming more than ordinary importance in some of our eastern cities, more particularly Boston and Brooklyn.

In order to consider the case intelligently, it may be well to review briefly some of the arguments and opinions presented for and against co-education in localities where the question is being warmly discussed; also to compare the social status of such localities with that of the country at large.

Opposition to co-education has received a new impulse from the fact that several leading colleges have excluded young ladies from their privileges on the ground that the moral atmosphere of a boys' school is not a proper one for girls. That such an atmosphere is not a fitting one for girls is painfully true, but to infer therefrom that

mixed public schools are an evil is illogical and unjust, for the moral tone of a boys' school is one thing, and that of a mixed school another and a better. Some of the colleges alluded to were practically boys' schools as the comparative number of lady students was small, and the moral tone such that the college presidents regarded it unsafe for young ladies.

The public schools of New York city have for years been conducted on the separate plan. In a conversation with a person who had been in charge of one of the boys' schools in New York city, my question as to the condition of his school compared with mixed schools elicited the reply, "Tough." This school may have been an exception, but there are reasons to apprehend that it represented too faithfully the general condition of boys' schools.

It is stated that the commingling of the sexes in the school room begets a coarseness of manners which is prejudicial to the girls, while the friends of co-education contend that the refining influence of the girls act favorably upon the manners and morals of the boys, and hence that such association under proper restrictions proves a mutual blessing, and that to instruct youth how to behave in mixed company is a necessary part of their training.

Opponents further claim that the tone of the Latin and Greek classics, while it does not injure boys, is hurtful to girls. To this we venture two objections: The above statement obtains as to the Latin school in Boston, which is supported by the public. From this it is attempted to form an argument against all public schools. If the general application for the reason that all Latin schools are not public schools. The worse feature of this argument is the false position of its premise. It is not true that such classics as are injurious to the girls have no such effect upon the boys. Were it said that such passages, while they can be taught to a separate class without proving injurious would in a mixed class prove harmful, the statement would have the force of argument, it being in a measure true. Moreover, classics sufficient for all the purposes of our public schools can be secured without introducing selections which are objectionable in a mixed class.

There is a sophistry in the logic of the opposition which the unobserving will not detect. Much is said regarding the danger to which girls are exposed, but the boys are either considered proof against all immoral influences or else their interest in morality is entirely ignored.

Apparently the question is considered from a moral standpoint, but a closer investigation will reveal an undercurrent which resolves itself into caste. It is urged that in mixed schools pupils form acquaintances which parents cannot approve, and which in after years may prove humiliating to the upper classes. This has great weight with the aristocracy of the cities, and, in my opinion, is the chief source of opposition to co-education. It must not be forgotten that the wealthy, while they command the influence and, in a great measure, the power, yet they constitute but a small proportion of the population even of the cities, that the grievance of which they complain is confined to a few who are able to give their children the benefits of other than public schools if they are not content to accept such schools as the best judgment and means of the majority of citizens establish and support.

A few of the arguments which the discussion involves we have touched upon. Of course extravagant statements unworthy of notice are made by extremists on both sides. Some claim co-education to be the only proper method of training children, while others denounce the system as wholly vicious.

These controversies may be of public interest, but the trained teacher will find his personal experience and observation a better guide.

There are dangers peculiar to mixed schools which make competent management and strict surveillance absolutely essential; constant vigilance is their only safegard. A lively interest in study will exclude morbid thoughts. Boys are more rude and boisterous, and if not restrained will exert a similar influence upon the conduct of the girls. It is equally true that girls are more reserved, and in a properly disciplined school will exert a refining influence which cannot escape the boys, and which will strengthen their own virtues. In this connection too much stress cannot be placed upon the responsibility of teachers, not indeed to prevent acquaintance, which is as undesirable as it is impossible, but so to use their influence and authority that the bounds of propriety be not over-stepped.

There are also physical and mental constitutional differences between boys and girls which cannot be overlooked. The boy is less sensitive, more unconcerned, more confident, and can be urged. The girl is more reserved, more delicate, more passionate and more easily discouraged. These constitutional differences call for sound judgment, thoughtfulness and a nice discrimination on the part of the instructor.

Girls have good command of language, and memorize easily; boys possess in a greater measure the power of concentration, and in reasoning can bear a greater mental stain. So far as the curriculum of the public school is concerned, however, these differences favor the girl as much as they do the boy.

In separate schools the tendency is to have the pupils instructed by teachers of their own sex only, thus depriving them of the benefits arising from contact with different minds.

The most serious objection to a general system of separate schools, one which seems to be entirely ignored, is the utter impracticability of the measure. In large cities where several buildings can be filled with pupils the measure would not be so difficult; but in smaller ones, in towns and throughout the rural districts, where one building is sufficient for one school, it would become necessary to erect more buildings and to increase the teaching force to instruct the same number of pupils. This would increase the burdens of taxation and compel districts to resort to cheap teachers, and thus lower the standard of excellence in the great majority of our common schools.

There need be no legislation on the subject, as localities are now at liberty to make their schools separate or mixed to suit their own convenience. Discussion, however, can cause no harm. There are defects in our system of public schools more serious than that of coeducation which it is hoped discussion will expose and help to correct.

Lancaster. J. G. DAVIES.

BRIEF COMMENTARIES. VI.

Cic. in Cat., II, 2, 4.

Sed cum viderem, ne vobis quidem omnibus re etiam tum probata, si illum, ut erat meritus, morte multassem, fore ut ejus socios invidia oppressus persequi non possem, rem huc deduxi, ut tum palam pugnare possetis, cum hostem aperte videretis.

In a complicated sentence like this, the student should look at once for the principal verb, which of course is *deduxi*, that being the only verb in the indicative mood, except *erat meritus*, which follows the relative adverb *ut*, and is therefore subordinate. *Rem huc deduxi* is the kernel of the sentence, — the verb and its object; all that precedes this is subordinate. In this subordinate clause we begin with the verb *viderem*, following the temporal conjunction *cum*. *Viderem* is a

transative verb, and as there is no accusative case following it, it must govern a clause — an accusative with the infinitive, that being the class of clauses which follows verbs of seeing: the object of *viderem* must therefore be *fore* with its subject, that being the only infinitive in the clause. And here lies, no doubt, the difficulty in the sentence — in the fact that *fore* is used impersonally, having its subject, not in the accusative case of a noun, but in the shape of a clause. *Futurum est* is one of the impersonal verbs (of the class of *sequitur, restat, mos est,* etc.), which has as a subject a clause with *ut* and the subjunctive. *Futurum est ut ejus socios persequi non possim:* "It will be [come to pass] that I cannot follow up his accomplices." This clause now becomes the subject of the future infinitive *fore* [*futurum esse*], the present subjunctive *possim* becoming the imperfect *possem* by the rule of sequence of tenses, — the whole sentence, with its principal verb *deduxi*, relating to past time. Render: "When I saw that it would come to pass that I should not be able," etc., or more simply, "when I saw that I should not be able," etc.

From *ne* to *multassem* is subordinate to the clause just analysed, and itself consists of two coördinate modifications: 1. *Re..probata*, an ablative absolute of cause, "since even then the case was not proved even to all of you." 2. *Si..multassem*, a conditional clause, "if I should punish him with death, as he deserved." *Multassem* represents the future perfect indicative of the direct discourse, made a secondary tense of the subjunctive by depending upon *viderem*, and being in its own nature a tense of completed action.

The *ut* clause at the close, explaining the term *huc*, needs no analysis.

W. F. ALLEN.

INTEREST ON NOTES.

I presume I am not alone among teachers in criticising with some severity the Connecticut rule for computing interest on notes, on which partial payments have been made.

A few months ago, having a case not provided for in the text-book, to wit: one in which the payment exceeded the interest accrued at the time of payment, but less than a year's interest on the sum lent, I wrote to the "chief justice of the supreme court for the state of Connecticut," and directed it to "Hartford, Conn.," asking for information; and in due time I received a courteous reply from Norwich,

Conn.. which, in a few words, made the whole matter plain, and satisfied me that if interest is not to be allowed on interest, the Connecticut rule is the only equitable rule, and should have been adopted instead of the Massachusetts rule by Chancellor Kent, and by the United States' courts.

I have not his letter by me, but he says in substance, that interest is equitably due at the end of each year, but if the lender has neglected to collect his interest at the end of the year, or to provide for its collection, the courts will not relieve him of the results of his own neglect. If, however, the borrower subsequently makes a payment, the court will take so much of this as is necessary to pay the interest past due, and allow interest on the excess of payment, if any, until the end of the year.

With this principle for his guide, any scholar with a mind sufficiently mature to study percentage, can make his own rule, and when he publishes a text-book, I hope he will be able to give a rule, if he deem one necessary, more intelligible than those usually found in our text-books.

Waupun. C. C. BAYLEY.

SELECTED.

SEX IN EDUCATION.

[We give an article this month by Mr. Davies, of Lancaster, on Co-education. As it is but just to hear all sides, we print the the following, which looks somewhat in a different direction. It is from the New York *World*.—EDS.]

A well known advocate of what are popularly called women's rights has obliged us with a few criticisms on the *World's* recent article on the "Education of Boston Girls." There is at least one point in her strictures which it may be worth while to notice:

"Assuredly no one can agree with President Porter in the apparent meaning of his suggestion that the sexes should be so educated as to cultivate the peculiar qualities of each, since all must rather think that each should be so reared as to supply to it the differences characteristic of it at present; that women should be taught to be stronger,

though not less lovely, and men taught to be gentle, though not less strong."

Our fair critic adduces no arguments to support this statement, but the very terms in which it is made suggest objections. If a youth has weak points of character it is well enough to endeavor to strengthen them in the course of his education. It is not considered unwise when a lad is disposed to the exclusive study of languages to give him as much discipline in mathematics as he can endure without the perversion of his natural inclination; but it is acknowledged also that his best development is likely to be in the pursuit which his own wish prompts him to follow. He can hardly be expected to accomplish any surpassingly good work in other departments. So it may be well enough to teach a girl who has special talents for painting to strum a little on the piano; but this disciplinary exercise may easily be carried so far as to spoil a good painter without making a good musician. In dealing with the sexes it is probably safe to say that the same policy of cultivating in each sex the special aptitudes of each ought to be adopted. Indeed, the whole problem of education is intimately connected with and dependent upon the judicious study of individual character. Every wise instructor knows that one boy cannot be safely loaded with the same amount of work which another can easily carry; that a sensitive lad with a delicate relish for poetry is not fit to undergo the same training as a rough, hearty boy, with a taste for mechanics. It is plain that the system of education in which such differences are most clearly recognized and which adapts itself best to them will produce the best results; and the great defect of most systems of education is that under them such recognition and adaptation are rare and difficult. But as between boys and girls, the distinctions of strength, structure, temperament and disposition are plain. The individual differences between different boys and different girls were little recognized in the earlier systems of education, an the mental and moral differences between the sexes are not so marked in early youth as to have suggested separate systems of juvenile education for boys and girls under those earlier systems. But as the boys and girls grew up towards young manhood and young womanhood the distinction between all young men and all young women enforced attention, and separate systems of education were inevitably adopted. If the agitators of the subject of co-education put aside the question of sex for a moment and simply suppose one set of beings

with certain physical qualities and mental proclivities and another set of beings varying constantly from them in both respects, they must confess that it would be flying in the face of nature to apply the same discipline to both. Call this distinction sex, and you have the origin of the separate systems of education, which are merely a first step towards the realization of the theory that each individual ought to be educated with as close a reference as possible to his or her strong and weak points. People who insist upon educating a girl like a boy or a boy like a girl make with their eyes open the blunder which the father of Pascal made inadvertently when he forced his son to study the languages and kept mathematics out of his reach. We are inclined to think that for a good many ages to come women will find their greatest sources of influence in their womanly qualities. Women who have been notable for the unusually masculine character of their minds have rarely been admired as women by men or looked up to as types and examples by their own sex. Mme. De Staël, George Sand, Harriet Martineau and George Eliot may all be described as women spoiled to make geniuses, just as men are sometimes spoiled to make poets. Such a sacrifice is costly, but it is gladly offered whenever the gods call for it. To attempt to spoil all the women in the world on the chance of getting thousands of geniuses out of them is a very different matter.

METHOD OF SCHOOL DISCIPLINE.

The primary fact of human nature is the participation of each in the life of all — upon this depends all progress from barbarism toward civilization. The great practical lesson for the youth to learn is how to combine with his fellows so as to aid and not hinder them. Each individual of the community must reinforce its result and not weaken it. Not only this, but each individual must so act as to reinforce himself — the efforts of one moment, day or hour, must be such as to combine with those of the next, and produce an aggregate result. The total of the separate endeavors must be directed to one focus, and days be reinforced by the years.

This great lesson of combination with one's fellow men by the individual man — and of the particular moments of time into one grand

result — is the one lesson of school discipline inculcated under never so great a variety of forms.

(1). There are punctuality and regularity; without them concert of action is destroyed, time wasted, labor wasted and mutual confidence weakened. A school without regularity and punctuality is, as we express it, "demoralized."

(2). Next there is silence, self-control as manifested in the repression of the impulse to prate and chatter. Human character gains in depth only through the ability to hold back the impulse to immediate reaction against one's first impressions, and to allow the second, and third and subsequent impressions to follow, until the permanent and invariable is discerned amidst the shifting surfaces. The effect of noise is distraction; silence is the parent of attention.

(3). Attention in school is of two kinds: (*a*) to one's own work, absorbed in individual investigation regardless of the occupation of one's fellows; (*b*) to the work of others — as in a class recitation wherein each pupil is alert, watching the process of interaction between the minds of his fellow pupils and that of the teacher; himself participating. The pupil's industry consists of these two kinds of attention.

With the power of attention, moral and intellectual forces unite. Attention is intellect acted upon directly by the will, and without such combination with the will, there is no such thing as higher insight or thinking.

(4). Moral instruction in the form of disciplining the pupil into habits of truthfulness, honesty, courtesy, justice and kindness, belongs incidentally to the school, and depends largely upon the *personelle* of the teacher. All virtues fasten easily to the child when he has once broken up his animal naturalness by the habits of strict punctuality and regularity, silence, attention and industry. For industry denotes the ascent above the stage of immediate animal enjoyment, and the attainment of gratification through self-sacrifice. Self-sacrifice for a rational end is the root of the moral tree. Without this in its elementary forms of regularity, silence, attention and industry, all formal inculcation of morality is a painful farce. — SUPT. HARRIS, *St. Louis.*

AN indiscreet person is like an unsealed letter, which every one may read, but which is seldom worth reading.

ORAL AND TEXT-BOOK INSTRUCTION.

As regards the method of instruction, there are the so-called oral and text-book methods. The oral method is the liveliest and most inspiring. The teacher is the fountain of information, and the pupils are kept alert by causing them to contribute their knowledge and criticisms to the subject as it developes. The defects of the method are: (1) Its liability to throw most of the work upon the teacher and too little upon the pupil. The object of the school is to make the pupil work — rather than the teacher work. (2) If, in order to give the pupils work to do in the preparation of their recitation, the teacher falls into the habit of dictating lessons to pupils, the danger is that the pupil wastes most of the time devoted to recitation in constructing a poor quality of manuscript text-book, and the recitation degenerates into a monotonous and profitless affair.

Again, the teacher being the fountain of information in the purely oral method, there cannot be without discourtesy such freedom of discussion of the views of the source of information as there can when a text-book is used in which teacher and pupil have no further interest than to prove its truth.

The text-book method has the advantage in developing, in the best manner, the first kind of attention above described — that of absorption of the pupil upon his work, utterly oblivious of teacher or fellow pupils. When the pupil has mastered the subject, as he thinks it is presented in the book, the well conducted recitation tests his work, and exhibits to him the different constructions which may be put on the same words; it enlarges his view of the subject, shows him where his own powers of critical attention have failed, and where he has been more acute than his fellows, and thus tends to equalize and develope all of his faculties. It developes in the happiest manner the second species of attention — that of watching a process of thought about a subject carried on dialectically by fellow pupils and teachers— a process in which insight into human nature is developed more rapidly than in any other way. The defects of text-book instruction are: (1) It tends to make the teacher indolent, and to let the pupils confine their recitation to the words of the book, thus exercising only verbal memory. It is apt, under these circumstances, to be monotonous and dull, dogmatic and mechanical; the teacher scarcely investigating the subject beyond the words of the text, and by use of the

book in recitation, dispensing even with the mastery of the text. (2) The use of a ready-made text-book has the further disadvantage that the teacher takes the order of presentation in the book for granted, and does not discover by original attempts at the unfolding of a subject, what the principle is that guides one from topic to topic. Without this knowledge of the genesis of a subject, the highest and best part of the teacher's work fails.

The method of "original investigation," as I have named the highest method, is that which combines the advantages of both the former methods; it secures the first and second species of attention; (1) independent industry, and (2) critical investigation of the results of others, and, in addition, puts itself in the place of the teacher in the fact that the pupil is taught how to study the evolution of a subject for himself, and to learn not merely its dead results, but its living historical process. He is taught how to make a text-book as well as how to critically examine and verify one. He is taught how to inaugurate and conduct original investigations upon a subject, whether that subject be a thing of nature requiring the use of the laboratory, the microscope or the scientific expedition, or whether the subject be a thing of the mind, requiring the analysis of patient thought, or the laborious historical research and sifting of authorities.

Doubtless the former generation of educators in this country laid too much stress upon the mere mastery of the technique of the book and the initiation of the pupil into the method of mastering the printed page. The new avatar in education that has descended here in this land, brings with it a reaction in favor of the other phase of education mentioned, to wit: the verification of book learning by independent and true scientific investigation. Our educational methods are gradually undergoing revolution all over the country so far as *instruction* is concerned, so as to adopt the "method of investigation" in place of the old method, which is spoken of contemptuously, as the "cramming text-book method." The new method is all-worthy of adoption, but the old is not sufficiently valued. Hence we have extremes and unnecessary one-sidedness in the newest devotees of the method of investigation. The tendency is, of course, to neglect the printed page and the critical comparison of authorities, and to confine teaching too much to individual experiment and original investigation. It must never be forgotten that the school has its chief work in initiating the pupil into the accumulated wisdom of the race as a

preliminary to his original additions to the same. Unless he knows what has been thought, observed and done, he runs the risk of traveling around in a narrow circle of his own, and wasting his life in repeating discoveries long since made. Hence, in early life, there predominates the assimilating stage of education; in maturer life, the stage of original acquisition.

And yet, even in this characterization of the difference between the school and practical life, we are apt to underrate the assimilative stage. For inasmuch as all human life is vicarious, and all mankind are made by means of spoken and printed language to live for each individual — so that each individual is able through language to participate spiritually in the experience of the race without being obliged to suffer the terrible throes — the agony and sweat of blood — that that experience has cost in the aggregate — it follows that the greater part of life is, after all, the participation in the life of the race and its assimilation, rather than exclusively original experience. The race transcends the individual almost in an infinite potency. What are the senses of one scientific man to the aggregate senses of all scientific men? What is the thinking of one philosopher to the thinking of all philosophers? The physical labor of one man is insignificant compared with that of the community; still less potent is the unaided might of the individual thinker — experimenter or literary man. Genius is the ascent of the individual into the vision and willpower of the race — so that he is guided by the universality of mankind, and is a fit guide for others. Without this participation in the common mind and experience of the race, the individual can not achieve anything except erratic and negative endeavors. He conspires against humanity. He mistakes idiosyncrasy for originality, and his life is a profitless attempt to dispense with sunlight and to see the world by the shine of his own eyes. The outcome of such seeing is hallucination and the spectre-world.

This is more evident when we consider a moment what our greatest men of science owe to others of their kind. A Humboldt, a Ritter, an Agassiz, a Du Bois Reymond, a Huxley or a Tyndall seem to give in their writings encyclopædic summaries of the total results of human investigation. The great original contributions that they have made seem and are only small points in the knowledge they have learned from others.

Hence care must be taken not to undervalue the old pedagogic

method of critical sifting of the text-book lessons as an initiation of the pupil into the method of availing himself of the experience of mankind. Its compass did not include all, but, if a choice must be made, it included what should be first chosen.

But the new method of investigation deserves all the admiration it receives, and, indeed more. It does not, when rightly understood, conflict with the method of critical comparison of authorities, but is a valuable supplement to it, not to be dispensed with, after a fair trial. We do right in anticipating very marked results in the rising generation educated under this new method.—SUPT. HARRIS, *St. Louis.*

FREDERICK FRŒBEL.

Frederick Frœbel, the founder of the "Kindergarten" system of education, was born in Germany, and became a pupil of Pestalozzi, and an ardent admirer of his method of teaching. Frœbel, however, soon discovered the want of something better calculated to interest and engage the active powers of the youngest children. He carefully studied the child in its spiritual, moral, intellectual, and animal nature. He perceived that, by the old systems of instruction, the harmonious and gradual development of all the faculties was not secured, but that the memory was often overtaxed, the moral sentiment neglected, or the physical powers stunted, while the inventive or creative faculty, innate in every child, remained undeveloped. He watched nature in the vegetable kingdom, where plants grew freely in good soil and pure air, needing but the aid of the cultivator for their perfect development. In beautiful accordance with the teachings of Nature, he found, too, the Scripture precept: "Train up a child in the way he should go," with its encouraging promise, "and when he is old he will not depart from it." He thus arrived at the conclusion that the teacher of youth should not attempt to force the mind, but simply use the right means and materials by which knowledge may be obtained, direct the awakening faculties, form the habits, educate the feelings, and preserve a pure atmosphere and good influences around the tender human plant.

"We must begin at the beginning," said Frœbel, after having devoted nearly a life-time to the education of scholars beyond childhood.

"Too much has to be undone in later years, that has been done wrong from the outset." He, thereupon, addressed himself to mothers, to the whole female sex, to whom the care of infancy is committed. In his book of "Mother's Cosseting Songs," Frederick Frœbel laid down his views on Infant Education.

For the age from three to seven he devised his "Kindergarten," as an intermediate step and connecting link between the child's home life and the school, which brings the child into contact with the children of his own age, enhances his pleasure in following the same pursuits with them, and plants the seeds of sociable virtues. During his life-time Frœbel was understood and appreciated only by a few superior minds. In order to make his ideas more widely known, this unselfish man practiced much self-denial, and traveled many miles, frequently resting on the green sward at night, "with an umbrella for his bedroom and a knapsack for his pillow." Toward the close of his life his labors were rewarded with success, for he lived to see many "Kindergartens" (Child-Gardens), as he called them, established in Germany.—*N. Y. School Journal.*

CHANGE OF RESIDENCE.

[A good deal is said about the bad effects of a frequent change of teachers, but here we have something on a change often more hurtful.—EDRS.]

Parents think to better their condition by "moving." Do they ask whether such step will be likely to benefit or hinder the best development of their children? Suppose the change brings them a few hundred dollars; will it also add to the opportunities of the child for intellectual acquirements, or, would such change be eventually a damage to the child, such that thousands of dollars could not atone for? Such damage would result when the family of young people are removed from the locality with good schools, to some sparsely and newly settled country where schools had not yet been established. So we would advise that if changes are to made, let them occur before the younger members of the family are twelve years of age, not at a period when to remove them from school would be almost suicidal. "There is a sublimity in permanence." The itinerant is generally a loser. Too much change is bad for the adult as well as for the

younger. Americans need rest in these days. They need leisure, time to think, to read, to study. The scholarship of the older communities ought to be better than in the newer. The fine arts are more cultivated in the older than in new cities. It is true that there is such a state as becoming stale, but we of the west or southwest are in little danger as yet of getting rusty from being fixed in one place. A very few removes of a household are equivalent to a conflagration, a destruction not only to the furniture of the house, but a damage also to the garniture of the mind. The cares of the family, the time required to fix up or to organize the new house, the disarrangement of everything causes vexation, disturbance of the peace and quietness that are requisite to study. Young people as well as old, should have a room by themselves now and then; should be unmolested. To furnish this and other opportunities for successful study to the child from ten to eighteen, is due the child, and the sacred duty of all parents. To deny these helps is a species of barbarism, and yet thousands of American citizens, if the wandering, restless ones may be called "citizens," resemble the Bedouins of the desert, nightly pitching their roving tent a day's journey nearer — intellectual poverty! —*American Journal of Education.*

EDUCATION AND LABOR.

The question before us at this crisis is, "Are our public schools doing all that we have a right to demand of them to prepare the young people, who have to live by the labor of their hands, to become intelligent, moral, and industrious citizens?" I have purposely narrowed the inquiry to those who labor with their hands, both because they form so large a majority of the number to be educated, and because those who are not destined to manual labor have always been able, when they desired it, to procure education outside of a public school system. There is a latent fallacy in the arguments of many, with regard to the connection between education and labor, which it may be worth while to expose at the outset. It is popularly believed, though no one makes the assertion in so many words, that education and labor are, to a certain extent, incompatible, or rather that they bear to each other an inverse ratio. When one should be highest the other should be lowest. For those who do the hardest kind of work, the

lowest amount of education suffices; indeed, an eminent pulpit orator of a neighboring state holds that no education is the best for such laborers. On the other hand, persons whose intellect and taste have been cultivated to the highest possible point, are popularly supposed to be incapacitated for any useful employment. Accordingly, when primary schools were first established on a large scale, it was commonly believed that the diligent and successful pupils would be able to live without working; and in the old spelling-book, thumbed in my boyish days, may be read an exhortation to diligent study, closing with the remarkable assertion, which the boys regarded as a historic fact,

> "For learning was the only thing,
> That made poor Pepin's son a king."

In opposition to this popular under-current of thought, it becomes us to set forth the doctrine that public education is but the handmaid of labor; that education, so far from superseding labor, seeks only to render it more effective; that so far from there being any incompatibility between them, the best workman is the man who has had the best education.—*Hon. M. A. Newell.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. If children attend school in another district, can school-money be drawn by the district, as in Illinois?

A. In this state children are to be enumerated and draw money only in the district in which they belong.

Q. How can children be transferred to another district?

A. There is no method of transfer, except as territory is transferred, with the children residing on it.

Q. Must tuition be paid in a "*free* high school" by pupils over 20?

A. The constitution limits school age free of tuition to 20. The new high schools are "free" in no larger sense than other public schools.

Q. The district having voted a winter and a summer school, can the board order a vacation of two months and throw part of the winter school into the spring?

A. This would be an unwaranted exercise of their discretionary power. The vote of the district must be carried out.

Q. If the county board fails to levy a sufficient school tax on a town, does not a town school tax, if larger than the deficiency, make it up?

A. No, the deficiency must be made up, temporarily, by transfer of money from the general fund to the school fund of the town, and the county board, under chapter 373, laws of 1876, must add the deficiency to the tax levied the next year. The county school tax, levied upon the town, is separate from and must be paid in addition to any school tax raised by the town itself.

Q. May not a teacher act as book-agent in other districts than the one in which he is teaching?

A. That is not the meaning of the law. He should not act as book-agent at all while a teacher.

CORRESPONDENCE.

THE STATE NORMAL SCHOOL AT WHITEWATER.

The work of this institution for the year 1877–8, was begun on the 29th of August. The attendance during the fall term just closed has been large, the efforts of the teachers untiring, and the interest of the students most active and encouraging. The attendance in the normal or teachers' classes was 216; in the preparatory class, 49; and in all others, 116, giving a total of 381, a number nearly equaling the entire enrollment of the year 1875–6. This fact indicates that the attendance for the current year will exceed that of any previous year, with the possible exception of the last. The capacity of the building is, in fact, about reached.

It is well known that at the close of the last year this school was reorganized, that the terms were rearranged and several changes made in the faculty. The total number now employed in the latter is thirteen. The number of additions to the teaching force was seven. These teachers were selected with care and with speccial reference to their fitness for the work each would have to perform. The results thus far are fully equal to all reasonable expectations. The faculty is, indeed, a good one, and is working in entire harmony. Among the more im-

portant changes in the instructional department may be noticed the transfer of the normal recitations in Latin to the head teacher of the grammar school; the assignment of vocal music, drawing, and the preparatory drill for practice-teaching, to a definite place in the course of study by classes, and to the direction of special teachers selected with direct reference to fitness and adaptation to their work. The results are already such as to vindicate the wisdom of the changes. The work in Latin has been greatly improved, much more careful attention being given to the elementary principles, to thorough drill in the grammar, and to the relations of that language to the mother tongue. The instruction in vocal music has been entirely revolutionized. It has not only a fixed place in the course, so that all classes entering the school acquire a good knowledge of the principles, and are able to read and write music readily, but are trained to the art of teaching that as well as the other subjects in the curriculum, and are thus prepared to lead music in their own schools when they shall have entered upon their professional duties. This instruction is carried through all the departments in daily lessons, from the primary model class upward. All the classes in the normal department engage in a general chorus practice two or three times a week.

In a similar manner, drawing receives its due share of attention throughout the school. The instruction and practice in this important branch are very systematic, able and thorough, under the supervision of Prof. W. S. Johnson, whose articles in the Journal have heretofore attracted very wide and deserved attention. Drawing is taken up and treated from the standpoint of its basic principles, and not as a merely empirical and imitative art. It thus becomes a powerful discipline to the mind, as well as a means of occular and muscular development. The black-board is brought into constant requisition. The power of the left as well as the right hand is brought into play. The principles of symmetry are kept in view, and exercises with *both hands*, as well as of each, separately form a part of the course. Original designs, enlargements from copy as well as reductions, are among the means of securing diversity and skill in execution. The progress of the classes under these varied and masterly courses of treatment has been remarkable. The value of this drill to those who are to practice *the art of illustration in the school room* is beyond calculation. The aid it renders to the students in the other branches of study is already very noticeable.

In the department of English language and literature, too, a decided advance has been made. The teacher assigned to this work, Miss Thomas, possesses a peculiar aptitude for her position. Herself an enthusiastic student of literature, and endowed with great energy of character, she inspires her classes with a fondness for these studies, and their progress is correspondingly marked. The character of the compositions and essays of the past term evinces a decided superiority over those of the preceding year. The senior rhetoricals were held the latter part of December, and two other public exercises of some of the lower classes have since occurred and given great satisfaction.

In addition to the special advantages above noticed, we come to speak of another, second in importance to none of them. The Art of Teaching is now systematically and minutely attended to. Not only the human mind, but the

broader study of *human nature*, is made a subject of analysis and study as a basis for the practice of teaching, and the criticism that accompanies it. It is a great mistake to assume that mere teaching in a practice-room with a little vague and empirical criticism, made by teachers of limited culture and experience, will answer the demands of a sound professional preparation. Prior to entering the school of practice, the members of the class to be thus assigned spend several weeks with the superintendent of the model school in the discussion of the mind, its faculties, the functions of each, and the relations of the several branches of study to their development. The moral nature of the child, the means of influencing and controlling his conduct, the best means of arresting and holding his attention, and of inciting him to industry and self-activity in his school work, are taken up in order and carefully considered. In short, the tyro-teacher is not allowed to go into the practice-room without knowing for what he goes, what he is to do, and how to do it. This preparation gives a point and sharpness to his practice not otherwise attainable, and makes his experience far more instructive and profitable than would otherwise be possible. By the means indicated, the professional work in this school is being both systematized and emphasized. It is beginning to assume its appropriate place and importance. It is not left to take its chances after everything else has been done. The classes subjected to it are becoming deeply interested and profoundly impressed with its value; and its good fruits, it is confidently believed, will in due time be made to appear in the superior skill and success of the graduates in the public schools of the state. This special branch of the professional instruction, is in the hands of Miss Isabel Lawrence, a lady of culture, experience, and skill in this sphere of duty. The President devotes much time also to the classes in school economy, and the higher questions in Pedagogy and the Theory of Education.

The older members of the Faculty and the value of their work are already too well known to need special reference here. The Faculty as now constituted, may be said, with truth, to be exceptionally strong. Each person is especially fitted for the work in hand; and hence, that work, as a whole, is well balanced and in a healthful state of progress. The senior class numbers eleven persons, and is composed of excellent material. There are eleven also in the junior class, making twenty-two now in the four years course. From present appearances, the number of candidates for certificates in the elementary or two years course in June next, will be between thirty-five and forty, which, with the seniors above noted, will make not far from fifty to receive the honors of the school at the next commencement.

The primary model class, which last year was less than half full, was, during the fall term of the present school year, entirely up to the maximum of its accommodation. In the intermediate room last year there were only from fifteen to eighteen pupils. Now there are between thirty and forty. The grammar department, in charge of Miss Helen L. Storke, a graduate of Vassar, and a most accomplished scholar and teacher, has been crowded during the entire fall and winter thus far.

The spring term will begin on the 30th of the present month. The examina-

tions for admission will occur on the day previous. It is for the interest of every person proposing to enter the school to do so promptly at the time named.

W. F. PHELPS.

OSHKOSH NORMAL SCHOOL.

EDITORS JOURNAL: The enrollment in the Oshkosh Normal School during the Fall Term, 1877, was as follows:

NORMAL DEPARTMENT.—Normal Course—gentlemen, 84; ladies, 119. Preparatory Class—gentlemen 21; ladies, 56; total, 280.

MODEL DEPARTMENT.—Grammar Grade, 108; Intermediate, 55; Primary, 48; total, 211.

Total in the school, 491.

Number admitted to Normal Department on first examination—gentlemen, 23; ladies, 50.

Left during term to teach—gentlemen, 24; ladies, 7.

Number of students employed as Practice Teachers in Model Department (half term each), 24.

As one of the most peculiar and least understood features of Normal School work is that of Practice Teaching, we here give an outline of that work as conducted in this school:

During the first term of the first year, a course of forty lectures on School Management, is taken by the student. During his second term he is sent to the Model Department, as an observer of the different grades of work. This observation is facilitated by a list of specific points, which are given to each observer, and upon which he is to make particular notes. At the close of his series of visits, he prepares a report of his observations, based upon the notes taken, and it is filed with the president of the school.

In the third term of the first year's work, a course of thirty lessons on the Art of Teaching is given, in which specific methods are discussed. The student is now considered ready to begin work as "practice teacher," under the immediate supervision of a critic. During one half of the second year, the student has charge of a class in the Model Department, and during the subsequent years, another half year's teaching is required as the *minimum* of critical work in this field previous to graduation.

No student is placed in charge of a class while the critic teacher in charge of the department is employed in teaching; therefore, for economy in time and supervising force, it is usual to have *two* student teachers employed in either department at the same time. During this recitation period, the regular or critic teacher devotes his entire attention to a supervision of the two students conducting classes in adjacent rooms.

The students keep "work books," in which every lesson is outlined, and plan of presentation prepared before its assignment to class.

The critic holds a daily teachers' meeting, at which time plans are presented and revised, criticism upon former work is made, and suggestion of methods is given.

Once a week, a general teachers' meeting is held by the critics and practice teachers, for discussion of methods of instruction and management of classes.

G. S. ALBEE.

RIVER FALLS NORMAL SCHOOL.

The fourth state normal school, established in 1875, is located at River Falls, in Pierce county, twelve miles southeast from Hudson, which is on the West Wisconsin railway. Like the older schools, its present condition is the result of steady growth, and its purposes are shaped by the actual needs of the country whose youth seek its influences. The law under which the school is established is reproduced in this connection for the information of inquirers:

"The exclusive purpose of which" (normal schools) "shall be the instruction and training of persons, both male and female, in the theory and art of teaching, and in all the various branches that pertain to a good common school education; also, to give instruction in agriculture and chemistry, in the arts of husbandry, the mechanic arts, the fundamental laws of the United States and of this state, and in what regards the rights and duties of citizens."

In organizing the River Falls school, the most serious obstacle was found in the general belief that a normal school can perform what no other school can, and that it ought to save the energy and time of its students by imparting information, and by transforming character through change of mental habits, in the brief time of a single school term. Possibly more attention given to popular exposition of the aims and possibilities of the school, would have revealed the fact early that the old processes of wringing results from adverse circumstances, of accumulating power by personal industry and vigor, of growing by assimilation of relevant thought, were to be continued. But the school has depended chiefly on explanatory circulars and the influence of students who have faithfully performed part of the work, for correcting public opinion.

During the present year the enrollment has been as follows:

Normal and preparatory grades,	155
Grammar grade,	35
Intermediate grade,	43
Primary grade,	43

W. D. PARKER.

RIVER FALLS, December 25, 1877.

EDITORS OF THE JOURNAL: — I am gratified to learn that the past success of the JOURNAL has been such as to encourage its publication another year. Since 1834, the year of my graduation at Yale College, I have, with scarcely an interruption, been connected in different relations with either common schools, normal schools, academies, or colleges, until a recent period. As I am not content to keep entirely aloof from educational matters which have engrossed so much of my life, and are still of absorbing interest to me, I have forwarded my application for the JOURNAL for another year. With the aid of this well conducted monthly I can look out through the "loopholes of retreat" upon the work of the teachers and educators of our state, toiling, as we hope, honestly, wisely, and efficiently, in the responsible duties of a noble calling. Wishing you continued success in the circulation of the JOURNAL, so important to teachers in the state, and so indispensable to district officers,

I remain, very truly yours, A. H. WELD.

EXAMINATIONS OF SCHOOLS.

DEAR SIR: Will you permit me to trouble you yet again with what you may regard as the vagaries of an old teacher. I am so sanguine that good would result from a *systematic examination* of public schools, and the publication of the results, that I take the liberty of again calling attention to it.

Were I a county superintendent of schools, I am confident I could, at least twice a year, examine the leading schools in each town of my district, in a few of the principal studies, and examine, mark, record the percentages, and return the examination papers, and send to the press the results, in addition to other official duties, without performing more labor for the compensation received than is performed by mechanics and laboring men generally.

If it is impracticable for county superintendents to do this, I am confident there are to be found in almost every community those who are competent, and who would cheerfully perform this service gratuitously; satisfied for their trouble by the good thus accomplished, were they authorized to do so.

Suppose, now, that a person so authorized, proceeds to examine in districts 1, 2, 3, 4, 5 and 6, in each of the towns A, B, C, D, E and F, giving to each school twenty words selected from the lessons spelled by the classes during the term, and ten or twenty more words in common use, such as icicle, biscuit, sugar, etc., and take home with him the manuscripts, properly folded, superscribed, and filed; and also to each school a suitable number of examples in arithmetic, questions in geography, etc., to be treated in the same manner; and when he has leisure, that he examines and marks them as above. Suppose, further, that the result of the examinations in spelling should be as follows: In town A, district 1, seventy-five per cent.; district 2, sixty-eight per cent.: district 3, eighty-one per cent., etc.; snd so of towns B, C, D, etc.; it would be easy to obtain the average per cent. for each town in spelling. In the same way the results in other studies could be recorded and published. The result might show that town B stood highest in spelling, and district 5 the highest in the town, and, of course, in the towns examined; and that Jasper Simpson was highest in district 5; also that town F was highest in arithmetic, etc., and so of other studies. Now, would not such a report of the results of such an examination excite a wholesome emulation among the scholars, districts, and towns, giving new life and energy to the cause of education?

But it may be said that this might be unfair, as one district might have better material than the others. This is true, and hence the desirableness of another similar examination, after a suitable interval. In the result of this second examination, the point of chief interest would be, which scholar in each school-district, district in each town, and town of those examined, *has raised its per centages most during the interval.* In this way, we can readily decide what town has the best schools, and which teachers are most successful and most worthy of promotion.

In Washington University, and in the public schools of St. Louis (and I presume of other cities), a system of examinations, of which the one proposed is a modification, has been tested for years, and with good results.

Perhaps it might be advisable to confine examinations to high schools under

state supervision, and permit the teachers of high schools to examine subordinate schools.

In selecting questions for such examinations, I deem it desirable to make them as practical as possible. There is a general complaint that scholars who can readily work long, complicated examples in the text book, fail to give satisfactory results in simple business matters. I fear there is too much ground for such complaint.

A few weeks since, I visited two of the state high schools, and gave to each of them the following question, which they were each allowed an hour to solve: "A note was given the first day of January last, payable in one year. (1) What was the note worth on the 21st of November? (the day I visited the schools.) (2) What would the bank give for it? (3) What would it be worth if drawing interest at 10 per cent.? (4) What would the bank give for it? Allow for days of grace in each case, and assume the use of money to be worth 10 per cent." To my surprise, not a single correct answer was obtained in either school by a single scholar.

The correct answers can easily be obtained by a business man in ten minutes, working carefully, and verifying his results.

The answers will be found, if worked legally, i. e., discounting for one month and 13 days, to be, (1) $988.20; (2) $988.06; (3) $1,088.33; (4) $1,087.68. If discounted according to directions in most of the text-books, i. e., for one month and 12 days, (1) $988.47; (2) $988.33; (3) $1,088.14; (4) $1,087.99. The answers obtained were:

(1) $912.57; $915.89; $923.11; $917.68; $911.16; $912.13; $917.43; $985.30; $980.01; $990.83; $989.02; $988.07.

(2) $988.89; $991.83; $910.00; $910.28; $903.56; $897.22.

(3) $1,090.00; $1,097.50; $1,089.72; $1,089.67; $1,097.51; $1,089.16; $1,084.11; $1,088.93.

(4) $1,097.50; $1,086.86; $1,012.33; $1,089.90; $1,010.94.

These schools have excellent teachers, but the results are not satisfactory.

Respectfully, C. C. BAYLEY.

Waupun, Dec. 19, 1877.

EDITORS OF THE JOURNAL:—In the October No. of the JOURNAL there were two queries which received no answer in the November No., and to which I submit the following:

(1.) "Were the President of the U. S. to be impeached, would he act as President during the impeachment trial?"

The constitution says nothing in itself upon this matter, but in Townsend's Analysis (first edition), page 146, the latter part of section 19, a citing is made to the opinion of a "very learned senator," that "such should not be the case;" from which it must be inferred that he does act in that capacity. And again, in Wright's Analysis of State Constitution, page 101, paragraph 8, the following is found:

"Under the U. S. Constitution impeached officers still continue to act in their offices until removed by sentence of the Senate."

(2.) "What qualifications are required of the Supreme and Circuit Judges of the U. S."

The constitution gives no qualifications for a Supreme or Circuit Judge. In the *Federalist*, an analysis written by Hamilton, Madison, and Jay, in 1788, while the constitution was before the people for ratification, none is thought necessary.

If any qualifications have been prescribed since, it must have been done by U. S. statutes, and none are to be found. It is, therefore, supposable that all necessary qualifications will be sought for during course of appointment.

Sturgeon Bay. C. M. SMITH.

EDITORIAL.

INTRODUCTORY.

The election to the office of state superintendent brings to me the joint editorship of the JOURNAL, which has been made the organ of the state department of public instruction. Most cheerfully do I assume the duties of the position, as it enables me to explain, in the most direct manner, the important transactions of this department to the teachers, school officers, and other friends of education in the state; and to discuss with them many other subjects of living interest to our schools of all grades. It seems to me that the highest obligation just now resting upon our educators is to improve and strengthen, permanently, the country schools with all the appliances in our hands. A large share of the JOURNAL will be used in the endeavor to accomplish this object. To aid in this direction, I invite the active sympathy and the cordial coöperation of the educational workers. Strenuous efforts will, at the same time, be employed to maintain the reputation and usefulness of the other and higher schools in Wisconsin.

No effort will be spared to make this periodical as acceptable, as it has been under my predecessor, to the large class of its readers. The articles will usually contain brief and pointed discussion of the practical questions at issue among us. As much original matter as can well be obtained will appear in each number. Items of state news of education will be diligently collected. It is not my desire to introduce methods of school-work or remedies for existing evils which are, in their nature, foreign and ill adapted to our educational system. I shall strive to emphasize and develop, as fully as possible, all the provisions and agencies in our power to elevate the public schools.

W. C. WHITFORD.

THE STATE TEACHERS' ASSOCIATION.

The recent executive session of this association, the minutes of which will appear in due time in the Journal, was decidedly interesting and profitable. No larger attendance of the leading educators have we ever seen on the same occasion in this state. It is a gratifying change from the small group of ardent and self-denying workers of ten years ago, to the present crowded room of the teachers, superintendents, and principals from the various portions of the state. Though the accommodations for holding the meetings were not all that could be desired, yet none of the state officials were to blame for the inconveniences experienced by the association, as the Assembly and Senate chambers in the State Capitol were undergoing repairs, and could not be used until the last day of the session.

The papers presented were, in the main, well written, thoughtful, and suggestive. They embraced a variety of topics, nearly all of which elicited animated and pointed discussion. The chief ones were "Our Country Schools," "An Exhibitory Department of the Association," "The Question of Compulsory Education," "Kindergarten Culture," "Relation of Normal Schools to the Common

Schools of the State," "A Tribute to the Memory of Prof. O. R. Smith," "The Study of Drawing in the Common Schools," "A Course of Study for Mixed Schools," "Supervision of Schools," and "The Functions of High Schools and the Courses of Study Therein."

The attention of the association was repeatedly called to the consideration of the present condition and the imperative wants of the district schools in the smaller villages and in the country. A number of improvements in their supervision, instruction, and government were suggested. These look mainly toward the adoption of the township system of schools, and the employment of teachers with better qualifications.

In review of the action of this session, every teacher present must realize that he has gained a clearer and more intelligent view of the vast interests which are connected with the educational work of the state.

The kindly feelings and good understanding which exists among the teachers of our state, were noticeably manifested at this meeting. In our twenty years of observation, we have never seen any prominent tendency of the members of our state association to separate into cliques. This harmony and unity of sentiment give promise of still greater usefulness on the part of our teachers.

THE MEETINGS OF THE PRINCIPALS AND THE SUPERINTENDENTS.

The Association of the Principals of the high schools held a meeting previous to the session of the Teachers' Association, in the Agricultural Rooms of the Capitol, at Madison. It held, two days afterwards, another brief session. The organization was perfected by the adoption of a constitution and by-laws, and officers were chosen for the ensuing year. Appropriate resolutions were passed in regard to the sudden and affecting death of their former president, Prof. O. R. Smith, of Sparta. Several valuable papers were presented by the members, and carefully discussed. The character of those can be gathered from the minutes of the association, published in this number.

The annual meeting of the county and city superintendents was held on the afternoons of Thursday and Friday, December 27 and 28, 1877, in the Capitol, at Madison. The attendance was not large; and the business of the sessions, sandwiched between those of the Teachers' Association, had to be hurried. The interest in the exercises was lost, in a measure. The superintendents introduced an excellent programme, and most of the papers were well considered. Here, also, the problem which the rural schools present, came prominently to the front. We were greatly interested in some of the remarks by the superintendents upon securing a better class of country teachers, and upon better methods of making school reports. Some improvements in making these reports were explained, and it is hoped that they will be adopted.

The conviction grew upon us, as we attended the sessions of this body, that the superintendents should have longer time to consider the business which comes before them; that they should have more freedom to discuss the difficulties in their work; and that their annual meeting should occur, either before or after the sessions of the Teachers' and Principals' Associations, during the holidays.

EDUCATIONAL MEETINGS.

CONVENTION OF SUPERINTENDENTS.

The annual session of County and City Superintendents convened in the Capitol, at Madison, on the afternoon of December 27, 1877. The following Superintendents were present:

COUNTY SUPERINTENDENTS.

Kennedy Scott, Columbia.
A. R. Ames, Dane (1st dist.)
M. S. Frawley, Dane (2d dist.)
Thomas C. Richmond, Green.
C. I. Collier, Jefferson.
Patrick Flanagan, Outagamie.
Adolph Heidkamp, Ozaukee.
David D. Parsons, Richland.
John W. West, Rock (1st dist.)
J. B. Tracy, Rock (2d dist.)
James T. Lunn, Sauk.
John Howitt, Waukesha.
Jas. H. Tobin, Waushara.

CITY SUPERINTENDENTS.

C. A. Hutchins, Fond du Lac.
C. W. Roby, La Crosse.
Samuel Shaw, Madison.
Jas. MacAlister, Milwaukee.
O. S. Westcott, Racine.
Geo. Skewes (ex-Supt.), Racine.

State Superintendent Searing was selected as chairman, and Supt. W. A. Walker, of Manitowoc county, was elected secretary.

It was arranged that part of the time proposed for the sessions be allotted to the Principals' Association, that members might attend both.

Supt. Searing said that he was down on the programme, and had intended to present a paper, but under the circumstances, would have to present a few extemporaneous remarks. He said:

The interests of the schools are to a great extent under the charge of the county superintendents. They determine to a great extent the welfare of the schools, the character of the teacher, etc. Examinations of teachers are no more uniform, the work of the superintendents no more harmonious than at the commencement of his term of office. Hoped that the incoming superintendent would attend more to these things. He read a letter from Supt. Whiting, illustrating his remarks. A system of uniform examinations he believed to be possible, and would recommend the same. A more rigid exclusion of the incompetent should be exercised. That this is not done is not the fault of the superintendents, but of the system. A uniform course of study in the common schools over the state should be instituted. Better attendance of pupils should be obtained through the influence of the county superintendent. Teachers should also take an interest in this matter. More accurate statistics are to be desired. Public sentiment in relation to school matters should be improved.

Supt. Parsons read a paper upon "What Means Can We Employ to Make the Work of the Common School Teacher more Fruitful in Good Results," in which he insisted that the county superintendent was responsible in a large measure for

the condition of the schools. A close supervision should be exercised, by means of thorough visitation. Teachers' meetings, lectures, and libraries are important in many respects.

Supt. Lunn said he had not sufficient time for preparation. His experience had not been favorable as to libraries, but believed in their institution. He believed in rigid examinations, and in honest marking by superintendents and teachers. A teachers' examination should be a seine to catch enough of the applicants to fill the schools. Superintendents have not done enough lecturing and meeting with school officers. More circulars to the people and to teachers from the state department should be issued. They have a highly beneficial effect.

General information and character are more valuable than high standings; the possesssion of the latter is not indicative of good teachers. Teachers should be encouraged to attend institutes and teachers' meetings, and to buy educational works, and take educational papers, by giving a certain per cent. of credit for their so doing. District purchase of text-books is very advantageous.

The subject was then opened for general discussion.

Supt. Isham favored more uniformity in examinations, and also a convention of the superintendents of the state, at which *all* should be present.

Supt. Walker objected to the granting of per cent. for attendance at teachers' meetings, etc. Thought that certificates should be issued on a basis of intellectual qualifications.

Supt. Lunn defended his position, and Supt. Scott favored Mr. Lunn's plan, and also favored monthly reports of facts noticed on visitation, to teachers, and to school boards if the imperfections be flagrant.

Supt. Collier thought that all does not rest with the county superintendent. Other matters have much to do in the premises. Personal quarrels often injure the schools; children should not be allowed to teach; would like to have an age qualification.

Mr. Smith, of Appleton, could not see the benefit arising from uniformity of questions, as some superintendents would not be able to arrive at correct answers. Even if answers were sent out, the superintendents would be unable to mark papers properly, but would have to apply to teachers for aid. Superintendents present excepted. Superintendents should pass an examination.

Supts. Isham and Frawley objected to thus stigmatizing superintendents. Believed them to be able generally to do their work properly.

The next paper read was upon "County Teachers' Meetings and Associations," by Supt. Isham. He strongly favored these meetings, and believed great good resulted from them. Systematic organization and special preparation should be insisted upon. By the co-operation of teachers and school officers, much can be accomplished. He then outlined the plan that had been tried in Walworth county, and which works well.

Supt. Walker then read a paper upon "Records and Reports of Schools and School Officers." He endeavored to show that the reports at present required contained much matter that should be omited. A discussion followed, in which Messrs. Isham, Lunn, Shaw, Stewart, Skewes, and Chandler joined.

The following resolution was read by the secretary; and after discussion, adopted:

Resolved, That a great number of our schools, particularly in the rural districts, are not provided with sufficient apparatus to facilitate the work of teachers. We desire to emphasize the importance of a few articles, such as a good blackboard, a set of writing and reading charts, state and county maps, and one of the United States. All of these can be had for a price not exceeding $30. Placed at the disposal of efficient teachers, their value cannot easily be over-estimated. We pledge ourselves to urge upon the proper officers, in our several superintendent districts, the purchase of these as a minimum.

Adjourned.

FRIDAY, P. M. December 28th.

Convention called to order by President.

A paper by Superintendent Frawley on "A Uniform System of Examinations of Teachers throughout the State" was read. He opposed the system in question. Uniform examinations would prove abortive of good results. Would render the superintendency a sort of figure head. The work of examining cannot be done according to mechanical principles. An examination should reflect the individuality of the examiner. The exigency of the public interests necessitates a variation in the scale of qualification.

Superintendent Searing believed that a flexible system of uniform examinations was possible. It would aid the incompetent and inexperienced. The plan of uniform examinations is in operation successfully in some sections and works well. Legislation not believed necessary.

Superintendent Scott believed in the preparation of questions by the superintendents themselves.

Superintendent Parsons thought the same.

Superintendent Lunn moved the appointment of a committee to prepare a complete set of questions and distribute them to county superintendents. The motion was lost.

Superintendent Isham did not believe such uniformity practicable. Depended upon written work largely, for his information as to teachers.

Supt. Walker thought that such a system of examinations as proposed by those in favor of uniformity deprived teachers of the intellectual portion of their work. Did not favor it.

Supt. Collier thought more uniformity as to issuing certificates should exist. Favored a meeting of county superintendents at least two days long, which should be separate from the state association. Desired an age qualification.

Supt. Tracy believed examinations should be held in the several inspection districts successively. By so doing, he avoided much trouble. Does not issue any certificate until all work is done. He cited the method which is in vogue in Minnesota in regard to examinations.

Supt. West did not think this a vital question. Believed superintendents should make their own questions. Believed in a meeting of the superintendents of the state.

Supt. Flannagan would like to have a sample set of questions. Localities differed, however, and a set that would do in some localities would not do in his county.

Supt. Parsons had oral work in all of his examinations. If crowded, received the assistance of the better teachers.

Supt. Ames thought such a plan would take much labor from off the hands of the superintendent. Would also increase his independence. He also desired an age qualification.

Supt. Searing still favored such a plan. Spoke of appeals, of which more occurred during the past year than during the preceding three. Refused to license one person who had a handful of certificates, one averaging as high as 8. Believed in a general convention of superintendents.

Remarks were made by Presidents Albee and Phelps in relation to pupils from the Normals and their examination by county superindendents. Thought there might be some plan adopted by which the pupils could be examined without the the expense and trouble attending.

The paper of Supt. Frawley was ordered published by the convention.

Supt. Roby, of La Crosse, desired that his paper, "A Uniform Course of Instruction for the Cities of the State," be omitted from the programme. Mr. Roby was allowed to withdraw his paper, on the condition that it be published in the *State Journal.*

Prest. Phelps presented a memorial in regard to a "National Bureau of Education," and requested the members of the Association to sign the same.

On motion, a committee was appointed, consisting of W. A. Walker, Samuel Shaw, and J. B. Tracy, to assist the State Superintendent in the work of reforming the annual statistical reports pertaining to school affairs.

On motion, an executive committee was appointed, consisting of Superintendents Frawley, Scott, and West.

Supt. Scott introduced the following resolution, which was unanimously adopted:

Resolved, That we, the County Superintendents of the state, hereby tender a vote of thanks to the Hon. Edward Searing for the gentlemanly, efficient, and practical manner in which he has performed the duties of his office.

After remarks by Supt. Searing in relation to the resolution and the administration of school affairs during his term of office, the convention adjourned.

W. A. WALKER, *Secretary.* EDWARD SEARING, *President.*

PRINCIPALS' ASSOCIATION.

WEDNESDAY AFTERNOON, December 26, 1877.

The Association was called to order by Principal Shaw, of Madison. The President not being present, Prin. J. T. Gould, of Necedah, was appointed Chairman *pro tem* and W. G. Clough, of Portage, was chosen Secretary *pro tem.*

S. Shaw, B. M. Reynolds, of New Lisbon, and J. T. Cummings, of Sparta, were appointed a committee on enrollment.

A paper was then read by Prin. S. Shaw, on The Relation of the University to the High Schools of the State. The subject of the paper was then discussed by B. M. Reynolds, S. T. Cummings, R. Schmidt, of Appleton, and others.

On motion, S. Shaw, B. M. Reynolds, J. T. Lovewell, of Milwaukee, and W. G. Clough, were constituted a committee to prepare a report upon the subject of the paper, to be submitted to the Association at a subsequent session.

On motion, J. T. Cummings, B. M. Reynolds, and E. B. Smith, of Burlington, were appointed a committee to draft and report appropriate resolutions on the death of O. R. Smith, of Sparta.

On motion, E. R. Smith, of Burlington, George Skewes, of Racine, and R. Schmidt, of Appleton, were appointed a committee to find the Constitution of last year, or to prepare a new one.

Adjourned, to meet at the call of the Chairman.

W. G. CLOUGH, Sec'y *pro tem.*

FRIDAY, P. M., December 28.

Association called to order by the Chairman *pro tem.* E. R. Smith presented the following:

Your committee to whom was referred the subject of the Constitution, beg leave to report as follows:

1. We are unable to find the original Constitution.
2. We recommend the following for your consideration:

CONSTITUTION.

ART. I. This organization shall be known as the Wisconsin Principals' Association.

ART. II. Principals of graded and high schools may become members of this Association upon the payment of one dollar.

ART. III. The officers of the Association shall be a president, vice president, secretary, and treasurer, who shall be elected annually, in such a manner as the members present at such election may determine.

ART. IV. This Constitution may be amended by a two-thirds vote of the members present at any regular meeting.

ART. V. The officers shall constitute the executive committee, who shall have power to call meetings of this Association and provide a programme of exercises for the same.

Respectfully submitted.

E. R. SMITH,
GEORGE SKEWES,
R. SCHMIDT.
Committee.

On motion, the report was adopted.

A paper on "The Power a Principal has over his Subordinates" was read by Prin. Beach, of Beloit.

Also a paper on the "Course of Study for City and Village High Schools," by Prin. Hardy, of Milwaukee.

Also a paper on "Uniform Reports for the State, by Prin. Harvey," of Sheboygan.

Also a paper by Prin. Emory, of Ft. Atkinson, entitled "A Few Problems Relating to high Schools."

On motion, the time of each speaker in the discussions was limited to five minutes.

J. T. Cummings, for the committee on resolutions, reported the following, which were adopted:

Whereas, Divine Providence has removed from our midst Prof. O. R. Smith; and,

Whereas, We remember him as an efficient worker, a genial and large-minded friend, and a powerful force in the educational interests of the state; therefore,

Resolved, That we bear testimony before all and place on our records, our full appreciation of his great powers as an instructor, of his untiring efforts to secure the best and fullest development of the schools under his charge, and of his great power and unflagging zeal in promoting all educational measures, both of the state and nation.

Resolved, That we tender our deepest sympathy to the bereaved family, and cherish with them the memory of our departed friend and co-laborer.

Prin. Beach, in his paper on the power of a principal over a subordinate, considered that discipline is necessary that there may be uniformity of action; that while obedience should not be arrogantly required, counsel should be given in order to bring about the best results; that encouragement should be given, enquiry awakened, and an opportunity to strengthen afforded by a new effort; that a principal is never too old to learn.

Prin. Shaw considered that a principal should go directly to the subordinate and correct faults in kindness, to the end that the teacher may not feel grieved; but feel that care must be taken or her efficiency will be impaired.

Prin. Hardy, in his paper on the Course of Study for Village and City High Schools, considered the matter full of difficulty, that small schools attempt the work of large schools; that, as the present course is a compromise between the scientific and classical courses, the day of complete uniformity is far distant; that the number of studies should be limited; that we should not look to the advantage and convenience of the few to the neglect of the many; that too much stress is laid on the subject matter rather than on method; that we should look to quality, and not to quantity; that political economy and literature should receive more attention.

Prof. I. N. Stewart, of Berlin, found that in several schools the work does not bring culture; that no two successive classes can do the same work in the same time; that we need a course of study, not a course of time.

Supt. McAlister, of Milwaukee, thinks the great trouble attaches to the traditional High School. That the High School has two faces. 1st, toward the University; 2d, toward occupations in life. That we must adopt both, where we can, but where one only can be had, the latter should be taken. That we should give attention to German rather than to Latin. That mental science should be eliminated, and chemistry reduced to the minimum. More attention should be given to natural philosophy, and general history omitted.

Other teachers took part in the discussion, but their remarks were not recorded.

On motion, the association proceeded to elect officers for the year 1878, with the following result:

President, S. Shaw, of Madison; Vice President, J. H. Chamberlin, Black River Falls; Secretary, E. R. Smith, Burlington; Treasurer, J. Q. Emery, Fort Atkinson.

Principal Shaw read the following:

Your committee, to whom was referred "The relation of the University of Wisconsin to its Graded and High Schools," would respectfully report:

1st. We claim to be thoroughly in sympathy with the idea of University edu-

cation at public expense, as the legitimate outgrowth of the common school system, and as such, we pledge it our hearty support.

2d. We feel that the graded schools of the state are justly entitled to protection at the hands of the Regents of the University, from being obliged to compete with its preparatory work.

3d. Under present arrangements, those schools have not such protection, as will appear from the fact that more than one-half of the students listed in the last catalogue for the sub-freshman class of the course of general science are residents of districts compelled to offer parallel instruction in having adopted the Free High School, and having received state aid therefor.

4th. If the regents deem it necessary to continue sub-freshman instruction for the assistance of pupils from rural districts, we respectfully ask the adoption of substantially the Minnesota plan for our protection.

5th. Should this course be adopted in Wisconsin, we are confident that our University would very soon reap the same advantages as has the Minnesota University, of increased numbers, popularity, and efficiency.

6th. That this association, by an appropriate committee, forward this report to the regents at their first meeting, and press it upon their consideration.

SAM'L SHAW,
W. G. CLOUGH.
J. H. CUMMINGS.

On motion, the report was adopted as the sense of the association, and S. Shaw appointed a committee to present the matter to the regents.

The secretary elect was authorized to procure a suitable record book for the association.

On motion, adjourned.

J. T. GOULD,
Chairman pro tem.

W. G. CLOUGH,
Secretary pro tem.

NEW PUBLICATIONS.

NEW AMERICAN PRONOUNCING SPELLER. By S. Meutchen. Philadelphia: E. S. Butler & Co. Price 23 cts.

The special feature of this Speller is that it is intended to teach correct pronunciation as well as orthography. This is an important matter, as most persons speak a hundred fold more words than they write, and it is a part of school training quite too much overlooked. The book, before us, is preceded by a Primary Speller, and both are gaining a large circulation. Address M. R. Keegan, Agent, 457, 12th St., Chicago.

THE ACCOUNTANT; A TREATISE ON BOOK-KEEPING. By Millard R. Powers, M. A., Chicago: A. S. Barnes & Co. Price, 75 cts., for introduction.

This work is designed to impart instruction upon the science of accounts, as applied to mercantile business. Generally speaking the book-keeping texts have too much theory. It has been the aim of the author of this work to make it es-

sentially a *practical* work; teachers and pupils will recognize the advantage of this feature.

SCHOOL AND SOCIAL DRAMA. By T. S. Denison. Published by the Author, at De Kalb, Ill.

We have received the following: The "Sparkling Cup," and "Seth Greenback," dramas, and "A Family Strike," "Wanted a Correspondent," and "Initiating a Granger," farces. These little plays appear to be full of fun, and to teach many good lessons withal. Price 20 cts. each.

THE INTERNATIONAL REVIEW.—The first number of this journal for the present year furnishes a variety of articles, some of which have more than an ordinary interest. Those on "The Elements of National Wealth," by David A. Wells; on "Money and its Laws," by Prof. W. G Sumner, of Yale College, and the author of a History of American Currency; and on "The Count of the Electoral Vote," by Hon. Alexander H. Stephens, will attract attention because of their popular nature. Whittier contributes a brief but stirring poem on Thiers, the deceased French statesman. We have marked for examination the articles on "The Second Harvest at Olympia," by Ernst Curtius, of Berlin; and "First Impressions of Athens," by Edward A. Freeman. They are scholarly productions. We have merely glanced at Poore's review of the Memoir and Letters of Charles Sumner; at Osgood's "Modern Love," and at the extensive and discriminating notes on recent books published in this country and in Europe. The price of the REVIEW is $5.00 a year, and it may be procured of news dealers. It is published bi-monthly, by A. S. Barnes & Co., New York and Chicago.

HARPER'S MONTHLY.—This periodical for January contains a large number of illustrations under the subjects of "A Glimpse of Prague," "Sappho—A Story," "The Hot Springs of Arkansas," "On the Welsh Border, "Old Man Gram," and "Life on Broadway." The treatise on "Popular Exposition of some Scientific Experiments, is concluded in this number. The usual supply of stories, poems, and descriptions of travel will delight the readers of the Magazine. The racy pen of the Editor appears especially in items under the Easy Chair and the Drawer. It takes a decidedly serious character under the Historical Record, in noticing prominent events which have occurred in this country the past month.

The ATLANTIC opens a new volume with the January number, and with a very attractive table of contents, for that issue, beginning with the "Result in South Carolina," by a South Carolinian; and then we have a feast of good things from Mark Twain, Longfellow, Warner, Whittier, Howells, Holmes, and various others. When it is added, that the "Galaxy" has gone into the "Atlantic," we are assured of a fresh impulse of life and brilliancy to the latter.

THE DOMESTIC MONTHLY.—The publishers have again enlarged this magazine, both in the number and size of the pages, and it is no more than just to say, that no other magazine gives such a variety of fashion intelligence, such full and complete reports, or more adequately supplies the needs and wants of ladies. The current number (January) devotes twenty-two pages to fashion literature, which is divided into a comprehensive review of the subject in all its departments. The literary contents are varied, fresh, and excellent. The principal attractions are the continuation of Mary Cecil Hay's charming novel, "Her Three Lovers," several chapters of a very entertaining novelette, called "The Doctor's Sister," and No. 4 in Eben E. Rexford's instructive series of "Flower Talks." Published by Blake & Company, 849 Broadway, New York, at $1.50 per year. Specimen copies, 15 cents.

NOTES.

In our next issue we shall send bills to those who have not paid for 1878, in advance. Those who remit at once will save us that trouble, and themselves ten cents.

We would request subscribers, who feel so disposed, to obtain and send us an additional name or two. Many can do this without trouble, and will thereby aid us materially.

The Association empowered Pres't MacAlister to make arrangements for the publication, through the Journal, of the Proceedings, Papers, and Reports, in a single number. The Proceedings do not appear, therefore, this month. The best plan will be an extra or supplemental number, issued for that purpose.

C. D. Miller, principal at Juneau, is stirring up the people to the erection of a school house more creditable to a county seat, and we hope to hear of it as coming forth with the new court house.

At Grand Rapids, Prof. T. W. Chittenden, superintendent and principal, is doing some good outside work in the way of lectures, there and elsewhere. The professor has had large experience as a chemist as well as teacher.

J. H. Gould, principal at Necedah, is said to have one of the most handsomely decorated school rooms in the state, and has been getting up an extensive supply of illustrative apparatus for the several rooms, of domestic manufacture.

P. R. Barnes, who succeeded W. G. Spence in the high school at Mauston, besides his other good work there, has got a lyceum into effective working order. This, rightly managed, may be made a valuable coadjutor to the public school.

The monthly report for December of the public schools of La Crosse, contains the statement that there were only nine cases of tardiness among 1,509 pupils. The percentage of attendance was over 95. The cases of tardiness in a former month were only eight.

If increase in numbers is a sign of progress, the high school at Racine is coming up vigorously, under Mr. Westcott, having risen from 85 to 122. We opine, judging from his utterances at our educational meetings, that this gentleman is a valuable addition to our teaching force.

The late superintendent of Clark county, Mr. Herndren, reports that some uncommonly neat school-houses have been erected in the country districts of that county of late, and that the high schools at Neillsville and Humbird, in charge respectively of Messrs. L. A. Doolittle and R. H. Darling, are doing well.

Sup't Richmond, of Green county, devotes a large amount of his time, more perhaps than any other superintendent, to institute work. To this is added, while the schools are in session, a system of teachers' meetings on Saturdays, so that between the two, no teacher can fall asleep or get rusty, and great good must result.

The town of Sumner, Barron county, has established a free high school for the town, and Mr. W. A. Synon, from the University, is the first teacher. This town is under the town system, and is the first town in the state, we believe, to establish such a school; our readers can draw their own inferences. The school is doing well we hear.

Our readers are aware that Mr. L. D. Harvey, principal of the high school at Sheboygan, has invented a ventilating apparatus for school houses, dwellings, etc. We learn that it is already in use in Sheboygan, Plymouth, Fond du Lac, Neenah, Juneau, Columbus, New Lisbon, and in one room of the Whitewater normal school building; and that in every case it is giving satisfaction.

A very full annual catalogue of the officers and students of the University of Wisconsin, for the academic years of 1877-8, has been issued. The number of students in attendance during the year was 388; and they are classified as follows: Law students, 31; special students, 57; Sub-Freshmen, 109; Freshmen, 82; Sophomors, 43; Juniors, 39; and Seniors, 24; resident graduates, 3.

We are informed that Prof. M. T. Park, the director of the practice department of the Oshkosh Normal School, has prepared a blank form for programme cards to be used by the superintendents and principals of our schools. It is a simple and ingenious device to aid

them in supervising their work. We understand that the professor's plan can be carried out in the high schools and colleges.

In Columbia county, Superintendent Scott still urges the necessity of having the summer schools commence as early as the middle of April, the attendance greatly falling off after the first of July. It would greatly contribute to this result if the annual school meeting for all districts was fixed by law on the second Monday in July. It is now generally conceded that school after this is of little profit.

The fall term of the Fort Atkinson high school closed December 21st last. There were 123 scholars in attendance; and their standing, as reported, shows an excellent discipline. On the points of attendance, punctuality, and conduct, over one-half of the pupils reached the maximum grade of 100. On scholarship, two-thirds of them were marked, in their studies, from 85 to 99 inclusive.

Prof. Searing returns, at the close of his term as State Superintendent, to his old position in Milton College, as the Professor of the Greek Language and Literature. He will be welcomed most cordially by his old associates and by the students of the institution.

It is understood that the Professor will, at once, take up the task of completing his work on the first Six Books of Homer's Iliad. He had made extensive preparations for this textbook when he was elected the State Superintendent four years ago.

The report of the public schools of Eau Claire for the fall term, ending December 21st last, shows a very high state of discipline. The schools on the west side, under the charge of Prof. A. J. Hutton, the principal, had only 87 cases of tardiness among 668 pupils. The average percentage of attendance was 99.78; that of regularity was 93.57.

The schools on the east side are under the charge of Prof. H. C. Howland, the principal. There were 96 cases of tardiness among 444 pupils. The average percentage of attendance was 96; that of punctuality was 99.44.

The teachers of the second superintendent district of Rock county have formed an association, and are holding meetings once in two weeks. Prof. Albert Salisbury, of the Whitewater normal school, lectured last month before the association at Milton Junction, on the subject of School Discipline. His analysis of the theme was clear and philosophical, and was presented in an earnest and convincing manner. Have not the mobs, railroad strikes, and failures in business in this country, shown the intelligent teachers that the school room must form in the pupils who are to be our future citizens, a sterner self-control, a clearer sense of rectitude, and a more patient application in the various pursuits?

The semi-annual meeting of the Regents of the State University will be held at Madison, Tuesday, January 15, 1878.

At Brodhead, things are improving under Mr. Rait. They are seeking to come into line, in the front rank of the high schools.

Last year only twenty high schools were aided from the high school fund, to the extent of $7,466.50. This year no less than fifty-seven have been aided, absorbing the whole $25,000.

The Board of Education of Fond du Lac adopted, December 19th last, the following:

"Whereas, The feeling is great on the part of our citizens that the price of school-books is exhorbitant; and

Whereas, The legislature of 1875, passed a law authorizing boards of aldermen and trustees of incorporated villages and cities to empower district officers and boards of education to purchase text-books for the use of schools; therefore,

Resolved, That we respectfully ask the honorable board of aldermen to confer upon this board the power to obtain school-books for the use of our schools by direct purchase from the publishers, and to furnish them to pupils at publishers' prices, with only the cost of handling to be added."

The Appleton *Post* published about the middle of last month, as the first number of its nineteenth volume, the Annual Review of the history and the present condition of that city. Among the many interesting items in the paper, we find a detailed account of the public schools of the place for the past year. They are justly styled "the pride of the city." The amount raised, during the year, for their support is $34,973.14. Twenty-seven teachers are employed in the four districts. The value of the school property is reported to be $52,000. The attendance of the pupils has increased in all departments. A high school was established last year, and it then enrolled 148 scholars. The course of study adopted is more than ordinarily full; and a class of ten, the first one formed, will graduate next summer. The success of the schools is attributed largely to the careful grading of the pupils, and to the cordial support which the leading and well-to-do citizens of the place give in sending their children and in voting sufficient funds for their schools.

THE Annual Report of the Wisconsin Institute for the Education of the Blind, located at Janesville, has been published. It covers the year ending September 20, 1877.

This is the oldest of our charitable institutions, and was first established as a private school in the year 1849, by a few enterprising and benevolent citizens of Janesville and vicinity. It was adopted by the state in an act of the legislature in the following year, and has since been under its management. The charge of the Institute is now in the hands of five trustees appointed by the governor. The board have, as their report shows, performed a large amount of work this year in finishing the erection of the main edifice in the place of the one burned down in 1874, and in re-establishing the school in it. This building is 165 feet in length, and 104 feet in width. It contains 75 rooms, excluding the closets and bath rooms. The recitation and dormitory rooms are large, well ventilated, and handsomely furnished. It is regarded as the best structure which the state has built for our charitable schools. It stands on an eminence about two miles south of the city, and presents an imposing appearance.

Those who are acquainted with the school, know that its former superintendent, Prof. Thomas H. Little, died about three years ago, partly from injuries which he received at the burning of the main building, and partly from his anxieties and labors in the care of the pupils subsequent to this accident. He was a man of great purity of life, of unflagging industry, of ardent devotion to his special work, of the most enlightened views of the correct management of schools for the education of the blind, and of that peculiar power as a teacher to impress himself most forcibly upon the minds of his students. He attached to himself a large number of the leading instructors in the benevolent institutions of this country, and in the public schools of our state. Principally through his unselfish exertions, the state board of charities was established. He was succeeded in the supervision of the institute by his wife, Mrs. Sarah F. C. Little, whose administration has given the best satisfaction to the trustees and the public. She was formerly a teacher in the school, and has conducted it since her elevation to its head on the principles and plans which her lamented husband introduced. Her report for this year is regarded as most exhaustive and instructive. It shows that the attendance of pupils is the largest it has ever been in the history of the institution. Twenty new pupils have been admitted during the year.

The branches taught are reading, spelling, geography, arithmetic, grammar, history, algebra, rhetoric, physiology, English literature, and music, both vocal and instrumental. In the industrial department, there have been manufactured corn brooms, cane bottom chairs, and rag carpets. Sewing, knitting, and crocheting have been taught.

RECENT REPORTS from the public school at Edgerton, Rock county, show that all its departments are in excellent condition. For over two years, Miss Libbie B. Thayer has been the principal; and she has impressed very distinctly on the school her modes of teaching and discipline. The quality of the class-work and the percentage of attendance of the pupils give the school a high rank among the village graded schools in the state. One of the district officers lately said that he could sooner persuade his little daughter to lose a meal at home than be absent from her classes a part of a day. In the primary room, Miss Thayer has been assisted from the start by Miss Long, who is a very faithful and popular instructor.

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JOURNAL OF EDUCATION.

VOL. VIII. FEBRUARY, 1878. NO. II.

ON A SEPARATE FEMALE COLLEGE AT THE STATE UNIVERSITY.

[At the semi-annual meeting of the Regents of the State University a year since, resolutions were introduced in favor of restoring the former Female College, in which separate instruction was given to the lady students. This subject was referred to a committee of the Regents, who reported adversely to the resolutions at the annual meeting in June last. At this time, the Board of Visitors, who had nearly completed their work in attendance upon the annual examination of the University classes, presented their views upon what they termed "the experiment of the co-education of the sexes in the University." As is well known, they took decided grounds against the measure, for certain physiological reasons. The whole matter was then placed in the hands of the faculty of the Colleges of Arts and Letters in the University, with the request that they "report to this Board at its next meeting whether the course of study cannot be so arranged as to relieve ladies from some of the severe studies, and allow them to take some others in lieu thereof, without increasing the number, cost, and labor of the teachers; and if so, in what way." Both the resolutions of the board and the report of the visitors were received by the faculty, and by them referred to a committee of their number. The following report was prepared by this committee, accepted by the faculty, and sent to the regents, who unanimously adopted it at their semi-annual meeting, held Jan. 15, 1878. — EDRS.]

To the Faculty of the University of Wisconsin:

The committee to whom was referred certain documents relating to

the re-establishment of the Female College as a distinct department of the University, and the last report of the Board of Visitors made to the Board of Regents at the Commencement, in June, 1877, would report as follows:

1st. That in their opinion a complete separation of students according to sex would be impracticable, and a partial separation in the same manner would be injudicious.

It would be impracticable in that it would duplicate the work of instruction for which our present force is none too great. In the Freshman, Sophomore, and Junior years, the classes are generally at present divided, according to the courses of study pursued, — *i. e.* Scientific and Classical — in both of which young women are found in about equal numbers; so that to divide according to sex would necessitate four divisions instead of two, and require four hours for recitation, to adjust which without conflict would be impossible. In some instances, such a division might be made — provided the instructional force were adequate — but such a partial adoption of the system of separate instruction would not, we think, be advisable.

It would also be, in our opinion, injudicious. To make a distinction between the sexes in the recitation room, would be construed to imply a difference in mental ability, in physical ability, or that our experience had condemned the results of uniting the sexes in the class-room as to its moral effects upon either the young men or women.

It is natural to suppose that marked distinctions are founded upon equally marked differences. Our experience has not warranted any such conclusion. The young women are at least equal to the young men in the class-room. This has been the unanimous testimony of the faculty. That they are better in some studies than in others, does not affect this conclusion. The health of the young women is as good, upon the average, as that of the young men. This is not a random statement, but is based upon our careful observation for several years. Isolated cases of ill health have come to our notice, but such cases are proportionally fewer among young women than among young men. And, with all due respect to the report of the visiting committee, we must be allowed to dissent from their conclusions. We think that they had too little time to form a determinate conclusion in a problem of so complex a nature; we also think that, while isolated cases might have warranted their inference, a more compre-

hensive view would have led to the opposite verdict; we further think that the few instances, alluded to, of ill health, are due to a constitutional predetermination, rather than to the effects of study; and, further, in forming a safe conclusion upon the case as presented, due allowance should be made for the fact that the visit of the committee was made at the close of the year, after ten months of continuous study and some weeks of severe examination had taxed the energies of all the students — the effects of which would be more marked in the case of the young women. We, by no means, assume that the physical strength of young women is equal to that of young men; but we do maintain that it is equal to the task of maintaining a creditable standing in any of our courses of study. It cannot be presumed that a college course taxes to the utmost the physical power of young men, so that any presumed deficiency on the part of young women would debar them from attempting it.

In regard to the moral effect of having both sexes in the same recitation, it is sufficient to say that there have never been fewer occasions of discipline than at present, and none growing out of this relation. Any novelty at first distracts attention, but this has, with us, ceased to be a novelty, and students meet as students and nothing more.

The present system has worked so well that, in the opinion of your committee, any change would be fraught with grave consequences. To return to the old system of separate instruction, would cause distrust and irritation on the part of patrons and pupils that would more than overbalance in evil consequences any anticipated good results. We do not believe that any general change is demanded, either by patrons or pupils; and we believe that the present system better answers the ends for which the University was founded than the one proposed in the resolutions before the Board of Regents.

2. Your committee are, however, aware that some young women may desire a University course, who are not physically able to complete it in four years; and that others may desire instruction in music, drawing, and painting, for which the regular college course does not allow sufficient time. To meet the wants of such we submit the following course, extending through six years, completing in that time the regular Modern Classical course; at the completion of which such students shall be entitled to the same degree as those receive who complete the course in the usual time. This course would be open as

an option to all students. Your committee do not recommend any lowering of the course, or any change in the course, but simply that more time be allowed for its completion. The University must be true to its name. Its course of instruction and its degrees can win respect only by deserving it. We are confident that the proposed change will meet all the demands that may be made, allowing sufficient time for music and ornamental studies to be pursued in addition to the college course, and making all the concession to physical debility that will be demanded.

The following is the extended course proposed:

I.

1	Latin.	German.
2	Latin.	German.
3	Botany.	German.

II.

1	Latin and German.	Mathematics.
2	Latin and German.	Mathematics.
3	Latin and German.	Mathematics.

III.

1	French.	Mathematics and Mechanics.
2	French.	Rhetoric.
3	Anglo-Saxon.	Physics.

IV.

1	Physics and History.	Latin and Chemistry.
2	Zoology.	Physics, History or Chemistry.
3	Latin.	Physics, History or Chemistry.

V.

1	English Literature.	Rhetoric and German
2	Geology and German.	Political Economy.
3	Comparative Philology.	Constitutional Law.

VI.

1	Mental Philosophy.	Astronomy and International Law.
2	Moral Philosophy.	Logic.
3	Aesthetics.	Logic.

Respectfully submitted,

STEPHEN H. CARPENTER,
WILLIAM F. ALLEN,
W. W. DANIELLS,
J. B. PARKINSON,
ROLAND D. IRVING.

UNIVERSITY, November 5, 1877.

READING—HOW TO TEACH IT.

As reading is first in order, in the common school curriculum, and as through it the most of our subsequent knowledge comes, how to teach it that the most may be made out of it, is of some importance.

Of this art there are two distinct branches: First, the art of gathering ideas and thoughts from the written page, and, second, the

power of expressing orally the thought embodied. A dumb person may accomplish the first in the absence of the ability to do the second, and as in the case of Milton's daughters who read Greek and Latin authors to their blind father without any conception of the the thoughts expressed, the second may be done in the absence of the first. Those only who have taken the pains to test both teachers and scholars know how much of the second kind of reading there is in our schools. It is not worth while to discuss the relative importance of the two branches, as the pre-eminent value of the first will generally be conceded. It at least should never be absent, especially with beginners. We are expected, however, to teach both. They go best hand in hand.

Unlike pictures, there is no evident or necessary connection between the written words and the thought expressed by them. Words are purely arbitrary and conventional, as any one can convince himself by trying to decipher the legend on a Chinese tea chest. The child has to be *taught* the connection. How can this best be done, so as to secure the immediate object, and at the same time give a favorable turn to the mind of the child in the direction of proper intellectual habits?

It is not so much by the *number* of studies with which we bring our scholars in contact, as by the accordance of our work with mental law and the thoroughness (not exhaustiveness) with which it is done, that we can secure results which shall tell favorably upon their future mental power and progress. Indeed we may frustrate, especially in the young, the very objects of education by compelling attention to too many subjects (a fault characteristic of our times), producing that weakness of hold, that unmastery of principles, that confused perception and conception characteristic of many men of learning. Having a sufficient number of studies to produce an agreeable variety and call into exercise the threefold intellectual powers, and combining therewith the habit of reading understandingly and *not otherwise,* so that in after-life that work will be a pleasure, and not an irksome task, any range of knowledge desirable can readily be obtained by them afterwards. It will be observed that many of those men who have evidenced the firmest grasp of truth, extended the area of science, and stamped their intellectuality on the age, have had just such a training. The same is true of many of the legal lights of our own country, their versatility being the result of reading and study in after-life.

Papers on methods of teaching, like Institute instruction, may not,

and ought not, to accomplish much in the way of inducing a slavish copying, but they accomplish a vast deal where they lead teachers seriously to consider and reflect on the matter, for knowledge and ability are sure then to increase. Methods, in order to be available for our common schools, must be adapted to use with the simplest and most inexpensive apparatus, as fortunately the best methods are, needing chiefly a teacher thoroughly interested in the work and in loving and sympathetic accord with the pupils, drawing them into the attitude of pleased and anxious learners.

THE FIRST STEP IN TEACHING READING.

Supplying yourself with a few household words, such as boy, cow, dog, ox, horse, sheep, runs, walks, eats, jumps, white, black, in, by, with, and, etc., in large type, such as you may cut from newspaper headings, posters, etc., and paste on cardboard; or, better, have the county superintendent select one hundred such words and get them printed on sheets and sent to each teacher (the cost is but a trifle), and gathering around you from four to eight pupils (not more, for if there are more than that number in the room of that class, it is better to take them by relays, which can easily be done, as not more than ten or fifteen minutes are desirable for one recitation), you introduce the subject of some well known animal, fruit or flower. Ask them if they have ever seen one (no need of a picture). The answer may come only from a few, and then, perhaps, in the shape of a nod of the head. Addressing the least timid: "Have you a cow?" "Yes." "What color is it?" "Red." Following up by such questions as: What do you feed it? What use is it? What name do you give it? Turning to the others and asking such other questions as their answers will suggest, they will all have eagerly answered before you have had a chance to ask of each. You have created an interest, their minds have been awakened, you have gained their confidence; now show them a card with the single word *cow* on it, and tell them that is cow, and have them pronounce it again and again in answer to your enquiry. Take a similar course with dog, ox, horse, etc. Place two or more of these cards on a slate before them; have them point out each as you name it. Change their position on the slate, and have them do it again. Have them count the letters in two or three of them and point out any letters that are alike in any of them. Ask how many letters there are in any two of them; how

many more in one of these than in the other. Asking them again to point out similar letters, you may incidentally name them, and thus have them learn, not only the letters, but their names. Let them have the liberty to take one each of these cards to their seats with them, that they may make them on their slates and bring them up at the next recitation. Examine these then and criticize kindly and faithfully, helping them on to improvement, and they will gladly try again. Having mastered a short list of names, which they will do in a few days, bring out such words as *good, bad, old, red, white,* etc., and connect with the names; then such words as *runs, lies, walks, jumps,* to be connected first by the teacher and then by the pupils, keeping up the practice of comparing the words by counting the letters, adding, subtracting, multiplying, and incidentally learning the *names* of the letters and forming sentences. They may be allowed and invited to take a few of these cards home with them in a little paper box, and come prepared to arrange them properly in sentences on the morrow.

Of course these exercises will occupy many recitations, but if done well, in one month your scholars will be prepared to take up a primer and read it with propriety; and, if in the hands of a good teacher, will have had brought before them in the happiest manner something of natural history, domestic economy, the science of numbers and the minor morals. And then how animated your recitations! how pleased your scholars! and you will say with the author of the "Seasons,"

> Delightful task to rear the tender thought;
> To teach the young idea how to shoot!

But if you are not a teacher, but a mere lesson-hearer, you will be likely to turn from this work in disgust and say: "I pray thee have me excused." And certainly such a one ought to be excused. She may be fitted for any other sphere, from the humblest kitchen to a place in the ball-room of a palace, but she is not fitted for this sacred place. There is as much fitness in a butcher performing an operation on an aneuerism or couching for a cataract, or a common blacksmith repairing one of Troughton's finest theodolites as in such a one giving direction to the finer springs of intellectual life.

I had the great pleasure of seeing at the Oshkosh Normal one of the two-year graduating class conduct a primary reading class on this principle, and I am sure I speak the sentiment of the large audience listening to it when I say that it gave better evidence of her fitness

for the work to which she was about to devote herself, than many much more pretentious examinations or high standing certificates would.

If our county superintendents themselves, and by teachers selected for their known excellence of methods of teaching this and the kindred branches, would, at regular systematic teachers' meetings, illustrate and enforce these better methods, and encourage other teachers to strive after them, as has been done with general acceptance lately in Walworth county, our schools at the cross-roads would no longer be the *bete noir* of our educational system, but would rank with the highest, as they would be the most valuable of our educational agencies. A. F. N.

Pewaukee.

A THIRD RAMBLE IN THE WORLD OF WORDS.

The English language has been in current use both as a written and spoken language for about 1500 years. In this lapse of time many and great changes have affected it. The Celtic nations whom the Saxons dispossessed, left few traces of their language — chiefly referring to places and to articles of manufacture unknown before to their conquerors. The growth of the language had tended to throw off the cumbrous inflections of the original Saxon, and when, after the Norman conquest, the French tongue strove in vain nearly 200 years for supremacy, but little further effect was visible upon the revived folk-speech than a hastening of the natural bent of the language towards the abandonment of its inflections. However, as the French was the cultivated language of the world from 1250 to 1400, its influence was constant upon the English; but the influx of words was mainly confined to such as were needed to express ideas new to the less civilized northern race, and for which they had no equivalent. More words have come to us direct through the Latin than have come to us through the French; and the influx in both cases is due rather to a literary influence than to a social or political influence.

These changes in the lapse of this long period have served to obscure the meaning and derivation of many words, especially those of Saxon origin. We propose to examine a few of our common expressions that have ceased to be understood.

I.

"Do" in the sentence "How do you do." The first "do" is the common causative verb, A.-S. *don,* Ger. *thun,* meaning to cause; as "I do you to wit." The use of this "do" in interrogative expressions, to allow the verb to follow the subject, is of recent date, as is also its use in the periphrastic forms of the verb; its original use was wholly causative.

The second "do" has nothing whatever in common with the first; it is from the Anglo-Saxon *dugan,* Ger. *taugen,* to be good for, to be of use. This word is still in use in the Scottish dialect. Jamieson, in his dictionary, gives: "*To dow,* to be able, to avail, to profit; with a negative affixed, it denotes that reluctance which arises from mere *ennui,* or the imaginary incapacity which is produced by indolence."

The following extracts from Burns give illustrations of the use of this word:

> "I'll laugh, an' sing, an' shake my leg,
> As lang's I dow." *Ep. to I. Lapraik.*
>
> "And when I downa yoke a naig,
> Then, Lord be thankit, I can beg."
>
> "I readily and truly grant
> He downa see a poor man want." *Ded. to G. Hamilton.*
>
> "But facts are chiels that winna ding
> An' downa be disputed." *A Dream.*

I have found these examples in looking over only a few pages of Burns, and I presume there are many more.

Cotgrave's Dictionary (1650) gives under *atrophe,* "one with whom his meat dowes not, or to whom it does no good."

The salutation then means, How do you flourish? and if we take nstances of its use anterior to the interrogative auxiliary use, we find only the last *do* used, as "How de ye, felas?" which is equivalent to "How fare ye, fellows?" Coventry Mysteries (about 1400).

We also use this word in the colloquial expression: "that will *do* very well," equivalent to "that will be of use."

We have also one derivative from this word: *doughty,* meaning *to be of use:* generally applied to a man who is of use, that is, strong.

II.

"*To christen*" has now the double meaning of naming and baptizing. If any one were asked to give the derivation of this word, we

presume he would, without hesitation, say that it was evidently derived from the name of the Saviour. In this case the etymology of the word has been obscured through the desire of softening an obnoxious expression (euphemism), and also through a natural tendency to assimilate a word whose origin is not seen to another whose derivation seems to be evident. Christen in this sense, has no etymological connection with Christ. The word is properly to *cursen* — to curse, to mark with the cross.

The history of the word is as follows: The *cross,* having been the instrument upon which our Saviour suffered, came to be the symbol of christianity. The Anglo-Saxon verb *cursian* meant to punish, to torment; then to devote to punishment or torment, which was done by making the sign of the cross. The same sign was, and is still, also made as a protection against evil, and in times of danger. The sign of the cross was also used in the formula for baptism; hence a baptized child was called a *cursened* i. e. a crossed child.

The following quotations from Beaumont and Fletcher will show the original spelling and meaning of the word:

"*Nan.* These men have pestilent running heads, then. Do they speak as we do?

"*Madge.* No, they never speak.

"*Nan.* Are they cursened?

"*Madge.* No, they call them infidels." *Coxcomb* iv, 3.

"*Cunn.* But how came this clown to be called Pompey first?

"*Greg.* Pish! one good man, Cæsar, a pump-maker, kersened him. Pompey, he writes himself, but his right name's Pumpey."

Wit at Several Weapons iii, 1.

The first quotation refers to Baptism; the second to naming. The Anglo-Saxon had the word *cristnian,* but it was never used to denote *baptism;* but was used sometimes as the equivalent of the Latin *christianizare,* and sometimes of *catechizare.* Whelock in the Glossary to his edition of King Alfred's Version of Bede's Ecclesiastical History, says: "*Catechizare,* Saxonice, *Christianum facere,* Anglice, *to christen.*" The following extracts from Bede's Eccl. Hist., Whelock's ed., show the meaning of the word *to christen:* I quote Bede's Latin and Alfred's Anglo-Saxon: "Cum catechizaratur." "Sidhdhan he gecristnad waes," after he was christened, ii, 14. "Catechizandi et baptizandi officio deditus;" "thaet he thaer thaet folc cristnade and fullade," that he there christened and baptized the people. *Ib.* "Rex

ipse catechizatus, fonte baptismi cum sua gente ablueretur." "And thone cyning to Cristes geleafan gecyrde, and hine gecristnade, and hine eft aefter faece mid fulluht baeth athwogh mid his theode." And he converted the king to the faith of Christ, and christened him, and after a while washed him in the bath of baptism with his people. *Ib.*, iii, 7. *Catechizare* is also translated Cristes geleafan onfon, to accept the faith of Christ. "Ibi ad doctrinam Scotorum catechizati, et baptismatis gratia sunt recreati." "And thaer thurh Scotta lare Cristes geleafan onfengon, and gefullade waeron." And there through the lore of the Scotch they received the faith of Christ, and were baptized. *Ib.*, iii, 1.

It may be urged that *cursen* is a corruption of *christen,* but we think it must be evident that both words were in use together, at first discriminated, one referring to the sign of the cross, and the other to the catechizing, still retained in the formula for baptism.

S. H. CARPENTER.

OBJECTS OF SCHOOL VISITATION.

The object of a superintendent in visiting a school, and the means by which he aims to accomplish any good, are little understood by teachers, to whom a few words of explanation may be of service.

In the first place, you may be surprised to learn that he is your friend. No one more desires your success. Your failure is a discredit to him. He will not retail your faults to your pupils or patrons, but your merits will be placed before them, that they may have confidence in you, and be respectful. He will not correct any of your faults before your pupils. Tell him what troubles you in methods and government, and if you receive no help, you are not harmed. Do not allow the pupils to form a hollow square around yourself and the supertendent, while conversing. His talk to you should not become neighborhood gossip. Be entirely free to correct pupils in his presence. Do not try to show off your smartest pupils and best classes. The poorest ones are those which should receive most of his attention.

Because he suggests many improvements, do not think he has seen nothing meritorious in your work. Unless time is too short, he will leave with you a written statement of what he approves and of what changes he would suggest. Unless you have arrived at perfection it is

proper for him who receives a part of the credit for your success, and condemnation for your failure. to point out the imperfections, and indicate points which demand improvement. If many small matters are put in the list of imperfections, you may infer that the general course is right.

Some teachers take to defending themselves, in that event, and try to neutralize a bad point by a good one, when the suggestions were inspired by a deep interest, and a consciousness that there was good natural ability for teaching, and a foundation already laid, for a career of unusual success. Details are corrected only when the general principles are right. The following classes of teachers do not receive suggestions: those who are absolute failures by nature, qualifications and lack of interest; those who are doing the best possible under adverse surroundings which they cannot change; those who are evidently too conceited, stubborn, or stupid, to undertake any improvement.

Do not waste his precious time by excuses, apologies for absence or anything else under the sun. He can ask if he desires information of that kind. Do not abuse your predecessor. You do not clean yourself by covering him with mud. The superintendent probably knows him better than you do, even if he is not communicative upon that topic. You will some day have a successor. Omit small talk, and let the first sentence you utter to him, at any intermission, contain just pure business, between yourself and him, i. e., the things that are not as you wish them. Tell what classes are failures, what topics in arithmetic, grammar, reading, etc., you do not present in a manner to interest the class; what points in discipline you fail to accomplish, etc. Before school closes, speak to him quietly of those things in which he can serve you by advising the pupils in a brief address. Idleness, faults of manner, resistance to wholesome discipline and dislike of certain branches, come under this head. If he cannot help you, through ignorance, you may have the pleasure of hearing him say, "I do not know, but I will try to find out."

If you believe that you know more of books and methods than he does, at least condescend to tell him what you are doing. State whether the parents are interested, and if they are, how they manifest it, and what things are suiting you. Who is benefitted, if you are sullen and reserved, or harmed if you are communicative and pleasant? If your school is a mob of strikers, in point of order, or

as a class, hopelessly dull, and he has seen it, open your heart the more freely, and if he, who is constantly studying those points and reading the opinions of the best men upon these problems, cannot suggest something in the way of remedy, denounce him as incompetent. Do not try to deceive him and cover up weak points, because having been a teacher, those little artifices, usually palmed off on visitors, are perfectly transparent to his eye.

It is a common idea, that a visitor must remain in a school at least a day, in order to know anything of its faults. On the contrary, any teacher who has visited, for a purpose, a dozen schools, can form a correct idea of the general management, in less than twenty minutes, and also tell the strong and weak points of the teacher in charge. The time of a superintendent, after the first fifteen minutes, is spent in devising remedies for observed defects. A half dozen questions of the right kind, aimed at the soul of the method in each case, will show him in what manner the classes which he has not heard are conducted, and how to improve them.

All whom he meets, especially school officers, "talk school" with him. This is right. It gives him an opportunity to say much to help you, provided you state every trouble fully. Visitation, properly performed, is the most important part of a superintendent's duty, because it accomplishes more good. A call, merely, for the name of it, in which nothing is done to help the teacher or pupils, is of course useless.

River Falls. H. S. BAKER.

PREPARATORY WORK.

There has been much said and written in this state, in the last ten years, on Higher and Preparatory Education. The discussion has been animated and productive of good, and great advance has been made in high school work, both in regard to its character and the amount of such work. It will be found on careful inquiry, however, that this advance has kept pace with, but not gone beyond, the increase in the requirements for admission to the university and the other colleges of this state, as well as of other states of the northwest. Ten years ago the standard of qualification for admission to the preparatory department of the university was very low; in fact, it might be almost safely said that there were no requirements; and

thus an evil influence was exerted upon the high schools. But in later years this standard has been raised in a great degree, and the high school work has risen in a corresponding ratio. Almost every community now feels the need of a high school. The number of these schools is increasing from year to year, and they exhibit a higher degree of excellence. The recent high school law is producing good results both in the establishment and the maintenance of schools of this grade. It is to be hoped that the good work may go on. It is to be hoped, also, that our college faculties will increase the rigidity of their examinations for admission to their classes and grant no indulgence to those who are not well qualified for the work upon which they propose to enter. It is to be hoped that the thoroughness of this examination will not be confined to those studies which they will continue to pursue in their collegiate course, but that thorough examinations may be made in the common branches. It seems that these branches are passed over too lightly in the examinations. Candidates are often quite deficient in them. It is not necessarily asked that the quantity of the requirements should be very much increased but that the quality of the instruction in the high schools be *most thoroughly tested.* There is a tendency on the part of pupils in high schools, felt by all teachers, to leave school before the preparatory work is fully and thoroughly completed.

Thus these pupils are not fully prepared for the next higher grade of work or for the active endeavors of life; and as a high school teacher, I, for one, call on the college faculties to assist in checking this tendency by a most thorough and rigid examination of candidates presenting themselves for admission. County and city superintendents can aid much in the same direction by making their examinations more and more thorough, not merely in quantity but in quality. These examinations, made by colleges and superintendents, are equivalent to a supervision of the work of the high schools. Here is where a pressure can be brought upon them, but we will venture the suggestion that these examinations are not conducted by college faculties with that care and thoroughness that their importance demands. I venture the assertion that high school work will never, on the whole, surpass in excellence the actual and enforced demands made by colleges upon candidates for admission. These requisitions are the high water-mark.

Let the colleges, we say, make their demands, and insist on an in-

crease in quantity and quality of preparation. There will thus be a healthy and very beneficial reflex influence on the preparatory schools.

New Lisbon. B. M. REYNOLDS.

METHODS OF TEACHING.

Next in importance to the educational abilities of a teacher, are the best, and, to him, the most practical *methods*. It has been the aspiration of some prominent educators who have invented or advocated good methods, to see their pet plans universally adopted, thus lessening in some degree the evils arising from so frequent change of teachers. But it would seem, since no two teachers are alike, that such a thing, were it accomplished, must do more harm than good. If they were all alike, one common method of doing everything would be the spontaneous result.

If the spruce clerk could put on the stiff and heavy boots of the Hibernian ditcher, and immediately accommodate the form of his feet and the muscles which move them to the strange and unweildy encasements, or, if the red man could successfully assume civil methods of obtaining food and raiment, then might the ordinary country pedagogue go into a Franco-Germanic Ireland on the American frontier and buckle on an armory of methods found in some book of Utopian theories, or propagated in some normal dispensary of pedagogics, and succeed withal. But since there is not only a vast difference in teaching, but also a much greater diversity of schools, does it not seem a little speculative to think that similar results might be produced from these heterogeneous elements by applying the same law to all?

We would not imply that normal schools, institutes, associations, etc., are not practical institutions; far from it; this field of new thought and method is illimitable; but it is our duty to select, cut, fashion and use only such ideas as are most adoptable, and reject all the rest.

If there is a human calling in which inventive genius and executive ability are absolute necessities, it is that of the teacher. He must construct and execute his own plans, for "circumstances alter cases" so much that it is unsafe for him to take the success or failure of others as a chart to guide him around the shoals. There are many methods of explaining the mysteries of the decimal scale, fractional

numbers and evolution. Although founded upon the same principles, and culminating in the same results, the methods are different, and appear so to the pupil by reason of the different language and arrangement used. No teacher can successfully use the expressions and technicalities of another author which he does not thoroughly understand himself, in expounding the mysteries of science. He must first have a clear conception of his own, and then make use of the most simple, natural and original language and method at his command.

It is the same with discipline as with instruction. Characters and tricks are so multifarious that generalization is impossible, and *no rule* with a stated penalty can be made and enforced with justice and success.

If you have not clear conceptions, inventive genius and gumption to meet every emergency with original, exclusive and competent jurisdiction, you had better pursue the fickle goddess of fortune by another and less difficult route.

Elroy. W. J. MUTCH.

ORDER IN HANDLING CLASSES.

Trifling circumstances sometimes determine great results. It is recorded of the Greek general Brasidas that he looked out one morning on the host of the enemy that was attacking the city he was set to defend, and exclaimed: "Victory is ours, for I see that the spears in the files of the enemy are not in line, and their ranks yonder are so ill-ordered that their weapons will become sources of suicide before the sun has set."

Who can say how much success in the school-room may depend on straight lines and orderly movements? Certain it is that everything which gives dignity to school work does something to preserve the teacher's authority, and infuse a spirit of interest. So great is the deference paid to order, that the teacher who makes a good display in this respect, though he accomplishes little else, will, in nine cases out of ten, be favorably judged by both his pupils and his patrons. Indeed, it is not wholly without reason that such a teacher may be preferred to one who has other good qualities but is deficient in this.

It is no unimportant part of education to train the child to yield ready and cheerful submission to authority. This is necessary to the

happiness of the man, and absolutely essential to good citizenship. In order that each one may submit without resistance to the restraints, with which authority hems him in on all sides, he must be trained by a gradual course of discipline. No man would throw the harness on a pair of untrained colts and expect them to yield a quiet submission to bit and collar; but would first subdue them by a progressive course of restraint. Much more is such a course necessary in the case of the child.

Whatever, then, contributes to this end, aside from any other advantages it may possess, is not unworthy of the teacher's consideration. In so far as he subordinates the will of his school to his own, even by controlling their movements to and from class-recitation, he does something in this direction. Nor is the influence of such training confined to its effect on the character of the child, but contributes also to the security of school government.

It is the unsubdued will that challenges the authority of the teacher. In many instances, corporal punishment wages but a feeble warfare against its resistance; and in some cases, the child would even suffer death before the will could be conquered by pain. But opposition to authority may, to a considerable extent, be avoided by the constant application of mild but salutary restraint.

Nor is the economy of time resulting from the prompt and systematic movement of classes to be ignored. An excursion boat bearing a large company of Knight Templars was discovered to be on fire in such a part that it would soon result in sinking the boat. Another boat was summoned to its side, but the captain was fearful of giving the alarm of fire, knowing that the rush that would immediately follow would inevitably result in considerable loss of life. The leader of the Templars asked for command; and, with a blast of the bugle, summoned the company to place themselves in order for marching. Announcing that they were invited to pay a visit to the other boat, he gave the order to march, and in a short time the whole company was transferred from the sinking boat to a place of safety.

Though time and order may not save life in the school-room, yet they determine, to a considerable extent, the value of all subsequent life to every scholar. It requires no argument to show that a class will take its place in less time when it moves in obedience to signals, than when it is allowed to come according to the promptings of the dispositions of its members. One tardy member wastes the time of all.

Finally, an orderly method of calling classes to recitation occasions less disturbance to the rest of the school than would necessarily result without such method. The movement of all being simultaneous, little more disturbance is occasioned than would happen from the movement of a single pupil.

As to methods, a simple and efficient one is somewhat prevalent among the teachers of this county, and consists in three signals; the first is turn towards the aisle, the second to rise and the third to proceed to the place of recitation. Some teachers give a fourth signal to the class to be seated.

If such a system of signals be used, to accomplish anything in the way of order, they must be correctly and promptly given by the teacher, and strict obedience to each signal must be insisted on from every scholar. If one is allowed to disregard the order, all will soon follow the example.

La Crosse County. SAMUEL JONES.

SELECTED.

THE CO-EDUCATION QUESTION.

This is still an open question. Much has been said, and seemingly strong arguments have been given on both sides. The objection that has always been most prominent and boastingly held out as insuperable, is: It is the hot-house that stimulates the buds of sexual instincts, and forces them into premature development if dormant, or advances them in all cases, at a period when they should be restrained; further, it opens the doors to too close communion, to unrestrained intimacy, favors it, begets it in most cases, in fact; and then comes excess, which follows naturally from allowed indulgence, and cannot be controlled. This is the Giant Despair in this problem. Another objection is: The female mind is not adapted to cope with the male intellect, therefore, it should have its own curriculum, its own arena, its own peculiar training, apart from males. As the female person should have its peculiar clothing, labor, recreations, etc., *because it is female*, and a woman violating custom in regard to these is held to unsex herself, so the mind, differing by nature as does the body, requires and demands different treatment and training. These two

views may be taken as the chief objections, though there are others of less weight.

With regard to the first, we are willing to admit that it has much force. It is not imaginary, quite; it is not a wooden gun. It has real difficulties. But we believe something lies behind it, covered by the special pleading, which generally is the *real* argument. In training the sexes together we meet a great trial — a tough problem, an every-day watch and conflict, and it is too much for us, and we conveniently dodge it by cutting the knot with a sword. We rid ourselves of the problem by separation of the element. We shut one-half of the trouble out of our sight by a shifting of scene, just as religious devotees, finding the world, the flesh, and the devil too much for their human nature, shut themselves out of sight and hearing of temptations, instead of manfully meeting them and fighting a good square fight like Paul. We admit our weakness in the conflict when we make a scape-goat of the *immoral tendency*, and pile everything onto it. We say again, we acknowledge that it is a difficult task, but we also say: Should we refuse to meet it like Christian men and women, *because* it is *such?* It is much easier to most parents to rear a family of girls alone than of boys and girls together; but who, except a weak one, prays to be delivered from the trial. So it is easier to shut yourself out of society, and live a recluse or a hermit to avoid temptation and all the evils of great cities, but it is not brave — it is cowardly. It is easier for most persons to teach a school of girls or of boys separate than when united, and in our humble opinion this is the principal reason of the separation.

As to the second objection, we think it has been pretty well shown that the female mind is equal to nearly all studies of the common colleges, and even the universities. Examples are coming up in every graduating class of these institutions, and in special and art schools to prove it. Give females the *time* in which the male intellect has monopolized all the higher departments, and they will prove it. It could be easily shown, if there were time, that separating the sexes does not cure the great bugbear scandal in a large school. We do not know of any school in which the sexes are together — and there are many — that has been forced to close on that account, or has had any serious scandal connected with it. Schools composed of girls exclusively have had quite as much trouble as have the mixed schools.

The trouble lies in the management. If we could always have the wisest, most prudent, most noble men and women at the head of our

schools, there would be no trouble about the sexes being together. But, as in families, many fail to produce such men and women of their children as they would like to see, because they do not know how to do it, or are totally unfitted by nature and education to do it, so in mixed schools, the teacher fails to control and mould character, because of inability. He may do his best, and be held blameless for the failure, for nature did not give him the boon. He fails, and so separates the sexes to help his weakness and allow him to succeed.—*Pacific School and Home Journal.*

OUT DOOR OVERSIGHT OF SCHOOLS.

Every part of the buildings and grounds should be visited often by the principal. In towns where not more than two houses are occupied for school purposes, visits can be made daily. It is well to have some irregularity in these trips. If ten o'clock be the time to-day, the same hour to-morrow ought not to find one making the same visits. The cellar, out-buildings, all sides of the school house, should be *seen.* The manager of the institution must make frequent inspection visits, in order to keep himself well informed of the out door habits of his boys. By observing these suggestions, no marking, cutting or defacing the buildings or fences can occur without the immediate knowledge of the principal; this will make the discovery of the offender not only possible but probable.

The time at which the master is especially needed at the school house is before school commences. Most of the evil results of school days come from events which occur, not during school hours, but at intermissions. The presence of the principal is an assistance to the teachers. One need not be within hearing distance of a party of boys or girls, to know the subject of their conversation. Children are not well versed in the art of concealment. Their faces tell tales, so that one, oftentimes, is enabled to crush some little wicked plot before it ripens, by learning the story from the actions of the pupils, in the room, or on the playground during intermission. When school is opened, and pupils are all in their proper places, the disciplinary care of the principal is relieved for the time; it is assumed by the respective teachers.

The principal of a village school who deems it his duty to be at the

school house at just nine o'clock, and not necessarily before, is in danger of failure. Hundreds of children are congregated in and about the house; then they need a supervising eye in addition to that of the grade teacher. It is not in time spent after school that one is likely to err, for very many men remain too long then for their own good and that of the pupils, but in the matter of promptness in the morning. The principal has no control, nominally, outside the school grounds; really, he has complete jurisdiction. The civil law has little to do with this question; it is a moral one. It is not supposed that our municipal governments, through their police department, are unable to preserve the peace of the city; doubtless they are able, but they do not; they never did, hence we infer they never will. The influence that makes boys and girls behave on the streets of their own town must come from the school. Fences, buildings, and sidewalks marked with chalk, urchins shouting after strangers, hooting at teams — in short, the thousand mean and impolite things that only boys ever know how to do, are a blot on the good name of a town, and often reflect seriously on the management of the school. No man can expect to remedy such evils in one or two years, where they have been long established. There may be a town where ten years will not suffce to accomplish the good behavior of the boys when running around the town; but no village exists where the head of the public school cannot make a perceptible advance in this reform in less than a year.

It is not enough that the pupils are correct in street deportment, when the master is within sight and hearing; few boys will angrily take part in a quarrel in the presence of a teacher. The honor and self-respect of the boys of the entire school, in each department, should be toned up; this can be done by direct appeal from the principal. There is great danger in permitting a gap to exist between the boy and the master; communication should be free and frequent. Intimate general relations between teacher and pupil will not necessarily follow. Few can play at daily recesses with the class without suffering somewhat by the contact. It is not a well-advised suggestion to say, take recesses out doors with the school. A large proportion of our teachers could not be at the head of affairs inside, should they mingle much outside. This confession may be humiliating — it is humiliating. Some great school masters advise this plan; perhaps they have forgotten that because it suits their own case it may not do for their neighbor.

The countless theories that are advanced, and rules that are made, are often worthless, because their action presupposes perfect men and women for teachers.

In proportion as a principal of a school is near to what he ought to be in disposition, so can he associate with his pupils at all hours and occasions. He is very far from unsuccessful, if he associates with them only in the school room.—SUPT. GOVE, *Denver, in Ed. Weekly.*

HINTS FOR STUDENTS IN WRITING.

With most boys there is a fascination about anything which shows skill. The swiftest runner or skater, or the best ball player or jumper, all are admired and envied in proportion to their amount of skill. When boys are merging into manhood is a period when many form an attachment for penmanship, and desire to become skillful penmen. As there are many such who are among the readers of the *Journal*, we will give a few points which may benefit them. There is necessary to the skillful execution of penmanship a free movement, and in writing an easy and correct position of the hand is worth much labor to attain. The study of principles is another good practice, and when writing to see that they are perfectly formed. The practice of flourishing is something we regard as of great value in gaining for the learner a free use of the hand and arm. In flourishing, all the movements are upon ovals or parts of ovals, and in forming capital letters the main features are ovals. So that the movements of flourishing are in perfect harmony with the whole arm movements used in forming capitals. There are very many persons who would not dare to strike out with a bold whole arm movement and try to make letters, but we have found all such to jump rapidly into confidence in themselves by teaching them to flourish. We would also advocate the use of the muscular movement, but would always combine it with the finger movement. There are no persons who write wholly with the muscular movement, but there are very many who use too little of it. We would also advocate an occasional change of pens, a stiff pen and an elastic one. Sometimes it is very difficult to carry a light hand; when such is the case, vigorous movement exercises, even to the breaking of a few pens, is of great value. Confidence in one's self is rapidly gained by bold and heavy shading, for the ability to

shade heavily makes it easy to produce smooth and delicate shades. As a rule, all shades should slant alike, also the average width of capitals should be three-fourths the height. The observance of this rule prevents the sprawling appearance of capitals, and it is well worth being governed by it.—*Penman's Journal.*

AN UNGRADED DEPARTMENT IN GRADED SCHOOLS.

The advantages of the graded school system are too obvious to need mentioning. But its disadvantages are not generally known to those who have not had experience in organizing schools, in making promotions of scholars from grade to grade, and in classifying those who apply for admission from the ungraded country schools.

One of the first difficulties with the system is that it is a Procrustean bedstead: the pupils must be pared down or drawn out, to fit it. Many bright scholars could easily go through the common school course in one or two years, less time than it takes the *machine* to run them through. Then again, there are many others who are carried through in less time than they really need to learn the grades thoroughly. Promotions may be made at irregular intervals, of course, but this always causes the pupil to omit something he needs to know. The pupil who fails in promotion, especially when these promotions are made annually, is usually put back farther than he needs to go; the work of the lower class is so easy for him that during a term or two, he has much leisure time, and the result is not difficult to imagine—it is well known to all who have had much experience in graded school work. Scholars who have not enough work to occupy their time will always cause more or less trouble. The stage driver who gave his off leader a sharp cut of the whip to give him something to think about while passing the black stump was a philosopher.

There are large numbers of young men and women in all our cities and towns who ought to be in school, but who are ashamed to go, because when examined by the principal they are found to be so deficient in some of the essential studies of the course that they must be graded down among the little children. Now, all this trouble could easily be remedied by establishing in connection with each large graded school, *an ungraded department.* Such a department, in the hands of a competent, energetic teacher, would be of the greatest value. Here could be sent those vigorous minded boys and girls who

have been irregularly taught in country schools. Special attention could be given to their most neglected branches until they were ready to enter without detriment the regular grades. And here, too, should be sent all such scholars as have but a short time to remain in school. By giving them only the essential branches — reading, practical composition (which includes, of course, writing and spelling), and arithmetic, they could learn what would be of great value in a very short time. The young men and women who now stay at home because there is no grade which they can enter without the greatest humiliation, would rejoice at an opportunity to enter such a school, and its advantages to them would be incalculable.— *Iowa Normal Monthly.*

GOOD MANNERS SHOULD BE TAUGHT IN SCHOOLS.

Two American journals, the *Nation* and the *Popular Science Monthly*, both noted for their able authorship and pride of intellect, have recently presented us articles on certain efforts made in some of the schools of the country for the melioration of the manners of their pupils. The tone of these articles, it is true, is satirical and sarcastic, calculated to amuse readers of a certain class, rather than to instruct the public; but we do not understand that the distinguished editors of these periodicals object to an improvement in the manners of American children; it is to the particular efforts of certain schools in that direction that they object, and not to the thing itself. These particular efforts they find worthy of being held up to ridicule; but while they thus very merrily point out the wrong, they do not seriously condescend to enlighten us as to what would be right.

From the usual tenor of these periodicals, we should infer that the editors are the last men who would maintain that good manners can be evolved from innate consciousness, without any intelligent, systematic efforts for their improvement, and that the manners of American youths, especially, are so perfect that they need no cultivation; for this position would be as absurd as the peculiar measures of instruction which they deride. The very fact that certain American schools have taken special means for improving the manners of their pupils, which these leading magazines ridicule, shows the need of some general and approved system for the inculcation of good manners, which shall be applicable to all the schools of the country.

It is very certain that the education of children in America has

passed from the family into the public schools, and manners must be taught there, if anywhere. They must be taught intelligently and by system, and not to be left to the discretion of individual teachers, who may meet only with merry comments in the newspapers for their pains. The education of the manners must begin at a very early age, and be continued as a specialty, like any other rudimentary branch of education, so long as the child remains a pupil.

The idea that among a self-governing people, the last thing that the child should be taught is self-government (for good manners are nothing else), seems like the result of extraordinary dullness; but which, however, is probably owing to inadvertance and neglect. It is certain that our governors are to come from our common schools; or ought to come from these, at any rate; and what educated or refined person would like to come under the government of ill mannered men?

There is one fact in our American history that we have alluded to before now, but which we wish to dwell on because of its importance. It is this — Thomas Jefferson, who has, unfortunately, had more to do in giving tone to our manners since his day than have our schools themselves, taught the people their *rights*, but never their *duties;* and the only way to have good manners is to teach men their *duties* to their fellow citizens and to society. The laws of the land secure our rights; and it is by a code of social law for public schools that our children should be taught their duties.

Almost every step in the progress of civilization and refinement has met with derision and stubborn opposition. The long pantaloons, the umbrella, the coach, the carpet, the steamboat, the electrical telegraph, etc., have all been laughed at before being brought into use. And we may expect a similar fate to attend the introduction of every other social improvement. Nothing was probably ever more laughed at in Great Britain than the early efforts of the American Colonies at setting up self-government without the aid of kings. But that government has been set up, and is already among the longest established governments of Christendom. We have taken a leading position, it is true, in setting up modern republican government; and we need not hesitate in striking out with new measures that may be deemed necessary for its preservation. But, all questions of government aside, there is no element of civilized life that gives a greater charm to society, or lends a greater value to life itself, than good manners; and such manners, like everything else in this world of compensations, cannot be had without careful, early, and systematic cultivation.—*N. Y. School Journal.*

KEEP LIFE IN YOUR SCHOOL.

Did you ever stop to think how prosy we naturally become as we grow older? and how that the disparity of ages between teacher and pupils may account for many school-room difficulties? Through boyhood and girlhood there is usually a buoyancy of spirit, a frivolity, a mischievousness, all liable to give trouble in the school-room, which we do not carry across the threshold of our majority. They are characteristic of childhood and youth, and should in a great measure be so regarded. It should be remembered that old heads are out of place on young shoulders.

Many most excellent teachers of the higher grade schools would be utter failures if placed in the lower grades. It is often difficult to wink at little nonessentials which do not exactly come up to our 'standard' of strict decorum. Instead of expecting these things, we allow them to surprise us, and we lay them up against the child thus unintentionally offending; we count them all as parts of a burden, and soon one of them becomes the "last straw" which "breaks the camel's back," and not infrequently does little less with the pupil's back. Our dear old folks at home we are often inclined to consider crabbed, fretful, intolerant, unsympathizing; the children dare not romp, they dare not sing: there must be no flow of spirits; quietness is the order of the day with them. But after all, they are not crabbed, fretful, etc., they are simply *natural.* Have you ever looked at it in that light? If not, and you live long enough, you will experience the truth of our position.

But what have the "dear old folks at home" to do with the teachers? A great deal; in the school-room we are apt to be the "dear old folks at home" on a smaller scale. Examine the two cases candidly, and see if they are not quite parallel. "But," some teachers say, "it is impossible to be an 'angel' when one's school gets noisy, restless, idle, and confused." Of course it is; an "angel" isn't wanted just then, but rather the doctor. Here you have a case of low mental life, and it occurs chiefly on dull days. Prescribe for it; the medicine is very pleasant, and your (im)patients will swallow it without any coaxing. What an idea! the teacher a doctor, and the school-room an apothecary's shop! Does it seem odd? and yet it is all right.

Take the case of low mental life cited above. Now, in your daily order of recitations you should have two or three general exercises in which all participate at the same time; as, free-hand drawing, vocal

music, language lessons, and the like. Announce some one of these, and drop everything else; ten, fifteen, or twenty minutes on this general exercise, at this juncture, is not time lost by any means; but clear gain in every direction, morally, mentally, and physically. Is not that simple, easy, and pleasant enough? Can you not take the role of the doctor to that extent?

You must keep the life in your school; and, no matter how earnest, conscientious, kind, and skillful you are, you will have to make extra exertion occasionally, or success in its truest sense will never be your grateful portion. However, you must not mistake your school. If your government is better and your school more orderly when the county or district superintendent, the directors or citizens visit you, there is something wrong with it, and you will do well to read again Wickersham and other writers on the subject. Avoid all effort after a "showy" school. Discharge your duty in such manner that your pupils shall be unable to rise up in judgment against you, when they reach maturity. Better than dollars and cents, and loud passing applause, will be such a reward.—*Pennsylvania School Journal.*

GOOD ADVICE.

Honor and obey your parents and teachers, for this is your duty. Your parents, by an irresistable instinct, love you far more than you love them. They are wiser than you. They are always your best friends and advisers. Confide in them, talk freely with them, conceal nothing from them, and ask and follow their advice, as well as obey their commands. Cherish your gray haired father and mother as the apple of your eye. This will honor you both. Your teachers represent your parents in school. They should treat you as kindly as their own children, and you should respect and obey them as your parents.

Love your country and obey her laws, for she protects your rights. Labor for her welfare; and, if need be, sacrifice your life for her freedom, happiness, and glory. "No free government, or the blessing of liberty, can be preserved to any people"—it is the solemn warning of our fathers—"but by a firm adherance to justice, moderation, temperance, frugality, and virtue." The true patriot upholds and preserves his country by his virtues in peace, as well as by his valor in war.

Anticipate not evil, Look on the bright side. Be anxious for nothing. Trust in God, and be hopeful and happy. Never despair. Day at last dawns on the darkest night. "I do not remember," said John Wesley, the founder of Methodism and a great and good man, "to have felt lowness of spirits one quarter of an hour since I was born. Ten thousand cares are no more to my mind than ten thousand hairs are to my head. I have never lost a night's sleep in my life." With this buoyant and happy temperament, though of a delicate constitution, he labored hard until his death, in his 88th year.

Make an enlightened conscience your guide in all things. Always obey its still small voice. Dare say, "*I am wrong.*" Dare to do right against the world. Follow not the multitude to do evil. It is neither the oracle of truth, nor the voice of God. "Duty," said Lee, "is the sublimest word in the language." "A sense of duty," said Daniel Webster, "pursues us ever."—*Baldwin's Moral Maxims.*

RESULTS NOT SEEN.—The best teachers do a work unknown and unseen. Whoever says to his class of boys and girls that which strengthens the weak, improves the ignorant, encourages the downhearted, gives new hope to the discouraged, softens and cultures the rude and boorish, does a work equal to that the angels of heaven undertake. His labor may seem nothing in the eyes of those who simply look to see the results that business brings forth—houses, lands, money, and fame. Yet it is just such work that is needed to vitalize conscience and infuse ideas. A country is rich, if it has many such men and women at work; or poor, if it has few.—*Canada School Journal.*

A writer in the *Scientific American* suggests that the common tincture of iron can be used as indelible ink. The writing is scarcely legible when dry, but on pouring green or black tea over it, it appears distinctly black. The juice of onions may also be used, the writing being held to the fire to bring it out. The correspondent must of course be first informed of the mode of developing the characters.

If teachers arrive at school later than pupils, it seems as though the pupils were the more interested.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

DISTRICT OFFICERS — REMOVALS, ETC.

Q. Must an outgoing district treasurer carry the books, papers, and funds to the new one?

A. The new one should do what is necessary to put himself in possession of the office, file his bond, and obtain the books, etc. The law merely requires the old one to "hand over" these things, and he cannot be complained of for any neglect unless he refuses to deliver them when called for.

Q. Does a treasurer vacate his office if he neglects to obtain the books, etc.?

A. No, but he is subject to removal for any gross neglect of duty.

Q. Our director is very obnoxious to the district for his doings and refusal to do. Can we declare his office vacant, and have another one appointed?

A. No, but you can lay your complaint before the county judge and ask him to remove the officer.

THE TREASURER.

Q. Is a treasurer obliged to pay for wood not furnished according to contract?

A. If a contract has been made lawfully by the board, and the wood is accepted by the other two members, that would usually be sufficient. If the treasurer is certain that there is gross dishonesty in the transaction, and that he can show it, he may refuse to pay the order.

Q. Our treasurer is dead and no one will accept the office; how can the teacher be paid?

A. Probably some one can be got to accept long enough to effect the payment. Perhaps she can sell her orders.

SCHOOL-BOOKS.

Q. What is to be done with the "Constitutions" sent to school-districts?

A. They are for the advanced scholars, to be used as text-books;

the teacher should regulate the use, if there are not enough to furnish one to each pupil reciting on the subject. They may be put in the district library, if there is one, when school is not in session, and should be taken care of like other district property. (Sec. 48.)

Q. Have foreign pupils a right to the use of the text-books owned by the district, if other pupils have free use?

A. It must be so held. They are "admitted to the privileges" of the school. (Sec. 19, sub-section 11.) If books are furnished by the district to the pupils, it is to all. The tuition fee may reasonably be a little higher in such schools, or the board may make a special arrangement that such pupils furnish their own books.

Q. Our district clerk went off, to be gone some months, but appointed his mother to act in his place. Can this be considered legal?

A. It cannot. She might perform certain specific acts for him, by his direction, but cannot legally take his place as clerk, by his appointment.

UNQUALIFIED TEACHERS — EXAMINATION — DISMISSAL.

Q. A person teaches a month with no certificate; is there any lawful way to pay her?

A. The law intends to absolutely prevent the employment of unqualified teachers, and their payment out of any public funds. (Sec. 42, amended by chap. 101, laws of 1872, and comments, and secs. 59, 136 and 134.) If a teacher who has no certificate has been employed, let her be paid for the services rendered by private subscription.

Q. In a certain school two teachers are usually employed; one without any certificate, to teach the little ones; may she not be paid?

A. Not out of public funds. The law must be obeyed in all cases.

Q. Is it lawful to pay a teacher holding a license, but who received it, it is stated, without being examined?

A. The license is warrant for paying her. It is *prima facie* evidence that she is a "qualified" legal teacher. If there was neglect in the matter of examination, that was not her fault.

Q. Is there any legal way to discharge an incompetent teacher, except by having his certificate annulled?

A. The certificate is merely *prima facie* evidence of competency to teach. The contract is between the board and teacher for the teaching of a particular school — it may be a large and difficult one — for a certain time. The teacher undertakes the service required, and for such service, "properly rendered," the district becomes liable to pay a certain sum. Now if the teacher, after undertaking it, fails to render

the service properly, he may be paid off and discharged, the same as any other incompetent employé, the board, of course, assuming that they can, if necessary, *show* that they had sufficient grounds for the discharge. It is not necessary, as a matter of course, that the certificate held by the teacher be also annulled. This might be unjust. He might be able to get along very well with a small school, but little advanced, but might be unequal to the instruction and management of a large one, quite advanced, and hence perhaps the failure.

MISCELLANEOUS.

Q. A man whose family and place of voting are in another district, is station agent in this one; his daughter, part of the time, "keeps house" for him, at the station. Is she entitled to attend school free in this district?

A. A man can have only one legal domicile at a time. The arrangement you speak of does not change his domicile to your district, nor give his daughter a right to attend school free in the same.

Q. How does it appear that fires must be built for the teacher, and not by him?

A. The board must keep the school-house "in good condition." In cold weather this requires a fire. It is not specially for the teacher, but for the children also. If no person is employed to do it, it does not therefore become the duty of the teacher.

Q. Can the board allow a school-house, built by the aid of money borrowed from the state, to be used for meetings, if objection is made?

A. There is no provision of law forbidding them. The use of the school-house may be allowed the same as in other cases.

Q. May a teacher forbid the chewing of tobacco in school?

A. It is quite proper for him to do so, and the board should sustain him in it.

Q. Can a person elected county superintendent, and holding a certificate, finish a school already begun?

A. This is a question between him and the school board and the county board. He should not continue to teach to the neglect of his duties. Had better get some one to take his place in the school.

Q. If a meeting of a board is held outside the district, is it lawful?

A. If an accidental meeting, its action is lawful only in case it is done "within the limits" of the district. If for some special reason — we will suppose the prevalence of an epidemic — a meeting is duly called and held outside the district, all attending and no one objecting, the validity of its action need not be called in question.

CORRESPONDENCE.

CARROLL COLLEGE AT WAUKESHA.

EDRS. JOURNAL—I will reply to your request by giving an account of our daily life:

Our school day begins at 8:30, A. M., at which time both departments, high school and grammar, meet in the chapel for a brief devotional service, including reading the Bible, singing, and prayer. We are now reading the gospel of Matthew, a few questions are generally asked on the passage read the preceding day, and the students are expected to pass an examination monthly on the history and geography of what they have read.

At 8:45, the departments separate, and the recitations of the day begin. Students, when not reciting, are expected to be at their desks, engaged in study. My first recitation is a class of 35 in English Grammar. The text book employed is Reed and Kellogg's Higher Lessons in English, which was adopted last fall, and has given excellent satisfaction. I have never had a class more thoroughly interested in this study. They have finished the first half of the work, which is taken up with the study of the sentence, and the parts of speech, accompanied with a vast amount of practical work in analysis, punctuation, and composition. Part second is devoted to subdivisions of the parts of speech, with corrections of errors in their use.

My second recitation, from 9:15 to 9:35, is also in English Grammar, same text book, a class of 12, composed entirely of new scholars. They have joined the other class in the study of Part II, and have this separate recitation to make up the work of last term. In the grammar department, a class in Swinton's Language Lessons, one in Swinton's Progressive Grammar, and a class of beginners without any text book, complete our work in this field. My third class is a class of nine, who are reading the 2d Book of Cæsar's Commentaries. Time, from 9:35 to 10.

The next class, from 10 to 10:25, is a class of six in Loomis's Higher Algebra. They are more than half through the book, and are doing good work.

The next class is one of the most interesting of the day, though at present only 20 minutes are allowed for the recitation. It is a class of fifteen in Wilson's Outlines of General History. They have gone with increasing interest and profit through Assyrian, Egyptian, Persian, Jewish, and Grecian History, and the Roman Monarchy and Republic, and are now studying the Roman Empire, verging towards its decline and fall. Five or six pages are assigned as a daily lesson, and the pupils are expected to commit, not the words, but the story, to fix in their minds only the leading events and dates, and always to study out the geography of the places about which they read. Lyman's Historical Chart is frequently exhibited to the class, and is a great help to a clear and vivid understanding of the subject. Condensed histories I have entirely discarded.

At 10:45, we have a recess of 15 minutes. The next half hour I give to two

pupils, belonging to our last two graduating classes, who are taking up some additional studies, and at the same time rendering me efficient service in teaching. They are reading Livy, and just finishing Spherical Geometry.

From 11:30 to 12 comes the largest class in arithmetic I have ever attempted to handle, a class numbering 41, who are supposed to be posted in the various applications of percentage, and have lately been investigating the Credit and Interest Method of Equating Payments. The difficulty of putting old and new scholars together is here fully illustrated, yet when one or two of the class are eliminated at the next examination, the class will work together very well. The text book employed is Stoddard's Complete Arithmetic, over 250 of which have been bought since I adopted it a few years ago. I have seen no necessity for a change. It gives all the material for either a partial or a very thorough course, and this is just what a teacher wants.

From 12 to 12:30 is a class of 9 in Norton's Natural Philosophy. Subjects gone over thus far, Somatology and Mechanics, together with over 75 problems worked out, and a compilation of a long list of interesting memoranda, the results of their own calculation and observation. The text-book gives me better satisfaction than any hitherto employed. Such mere compilations as Steele's Fourteen Weeks, I regard as wholly unsuitable either for beginners or those advanced.

At 12:30 we have an intermission of half an hour for lunch. From 1 to 3 I have five classes, occupying from 20 to 25 minutes each, as follows: Bryant & Stratton's Book-keeping, 21; Robinson's Elementary Algebra, 11; Guyot's Physical Geography, 24; a general exercise in Spelling and one in Political Economy. In Spelling we use Swinton's Word Book, paying attention to Etymology and Definition, as well as to Spelling. In Political Economy, I read to the scholars one or more chapters from Nordhoff's Politics for Young Americans, expecting them to be prepared the next day with a brief analysis of the chapter read, and to stand a general examination at the close of the month. The other recitations in the High School Department are, Latin Grammar and Reader, Virgil, two classes in German, U. S. History, Rhetoric and Physiology. The last recites to Mrs. Carroll, the Principal of the Grammar Department, all the others, for the present, to assistant pupils.

The work of the Grammar Department is preparatory to that of the High School, and the latter is intended to prepare for the Freshman Class of the University or other college. The modern language course is the most popular with our students. At present I have no class in Greek. A great majority do not expect to pursue any further course of study after graduating from our High School Course, and for their sake the curriculum includes a good deal that is not merely preparatory. Mental and Moral Philosophy will probably be brought on during the year.

The school numbers 61 in the High School, 34 in the Grammar Department, total, 95, the largest number we have ever had at any one time. The present Senior and Middle classes will probably be consolidated, and graduate a year from next June, some of the former taking extra studies, or going over more than the required ground. My present Junior Class, numbering about 40, is the largest and most promising class that I have ever had. One-half of them have taken Latin. The class will need division next year, some going on, and others devot-

ing a year to review and making up deficiencies. We lose many of our pupils in the spring, especially young men. Those thus interrupted rarely keep up with their classes. They need at least three years to do the work of two.

Our musical department, under Prof. Chas. H. Carroll, is doing excellent work, though it has not yet been as fully appreciated as it deserves. Two singing classes meet daily, occupying the time from 3 to 4 P. M. The instruction is clear and systematic; the classes are making steady and rapid improvement.

We have seven written examinations during the year, the last one being prepared and conducted by some one not connected with the college; for the last two years by Prof. A. F. North, of Pewaukee.

About 75 per cent. of our pupils are from this county, 20 per cent. from other counties of the state, and 5 per cent. outside of the state. Carroll College has a small but growing endowment. We hope that the former is a temporary and the latter a permanent quality. Important improvements in building and grounds have been made within a year. The location is most desirable. Our aim is to occupy this important field, in the interests of intermediate education.

Yours, very truly, W. L. RANKIN, *Principal.*

LAWRENCE UNIVERSITY.

This institution is now in the twenty-eighth year of its existence. For the first four years it undertook nothing beyond academic and seminary work. Its first college class was graduated in 1857. Like many another western denominational college, it has had a large endowment of poverty, which has engendered some virtues not always developed under an experience of the opposite kind. Its financial embarrassments have not prevented the performance of an educational service of which its friends do not feel ashamed. Its scholarship has steadily advanced for many years, and its courses of study, though by no means what they would be with larger pecuniary facilities, are yet considerably superior to those of many of our western institutions. Many of its graduates going to eastern professional schools take rank with the best scholars, and win for themselves and their institution a good name.

The institution has been suffering during the last few years, both from the prevailing depression and from vexatious litigation. This has kept back some very important improvements which were contemplated. The interest-bearing endowment fund, though a portion of it is in an unsettled condition, may be fairly reckoned at $65,000, with a prospective addition at an early day of about $15,000, resulting from the conversion of unproductive into productive property. It has, in addition to this, $10,000 invested as a permanent library fund. It has one large but not costly building, a fair amount of apparatus, a good cabinet and museum, and an excellent library of between eight and nine thousand volumes—one of the best working libraries in the west. This account of the resources of the institution is not a very brilliant or enticing one. Yet some of the noblest colleges of our country have not till within comparatively recent years had a better showing than this and many another western college. Thirty years ago there were probably not more than three colleges in New England,

and perhaps not more than five east of the Alleganies, which were in a better financial condition. Yet the influence of each of more than a score of these institutions had even then been incalculable. Famous men had been trained in their halls, and their power was felt in all ranks of society.

The aim of the managers of Lawrence University is at present to make a sound, thorough, solid college, and nothing else. The title "University" would doubtless be misleading if the name had not come long since in popular though doubtless vicious usage among us in this country, to have no peculiar distinction from that of college. There are, besides the preparatory and academic departments which it is found necessary to maintain, two principal courses of study, the Classical and the Scientific. The former requires of the average student, coming with a fair common school education, three years of preparatory study, one-third of which is devoted to Latin, and two-ninths to Greek, and the balance to elementary mathematics and other English studies. The Scientific course requires two years of preparatory study, of which one-third is Latin, and the balance English, scientific and mathematical branches. This Scientic course, though more extensive than that pursued by some of our colleges, partakes substantially of their general character. Still it is not what the theory of the managers of the institution contemplate, nor what would be adopted but for its crippled resources. It is believed that a course of collegiate study should be general, and not special, and that, whether scientific or classical, it should embrace both a sufficient range and a sufficient amount to furnish a broad liberal training of the mind. While it is thought wise to allow an option to to the student as between the two courses, and is deemed altogether better for students of certain aptitudes and mental tendencies to take the scientific than the classical, this should not be made an inferior course, nor occupy a briefer time. It is evident that many students are influenced by the latter consideration, and are disposed to take the course which will lead soonest to graduation, without due calculation of the comparatlve benefits to be derived. The true idea is that o about the same amount of study for the degree of "Bachelor," whether of Arts, Philosophy or Science.

It is hardly to be desired that the courses of study in our western colleges should be as high or as rigid as in some of the best eastern institutions. It might be unwise to make a very few extraordinary scholars to the discouragement or exclusion of many who would make, not extraordinary scholars, but very good ones. The problem, doubtless, is to effect the most and best higher educational culture, on the whole. But, on the other hand, we are not to cheapen and degrade our college courses for the sake of numbers and vulgar popularity. Observation would seem to teach us that, at least, the standard of collegiate scholarship among us should not be any lower than that of reputable eastern colleges twenty years ago. This I judge to be attained by a large proportion of our western colleges at present.

With this college the standard has been steadily elevated almost from the beginning. In the early days of its history, though from the first its doors were opened to young women as well as to young men, the notion, then so common, that the former would not be able to endure so severe a course as the latter

prevailed here also. Accordingly, as in most other co-educational institutions, there was a "Ladies Course," of a considerably inferior grade. This was abolished about a dozen years ago. It was prophesied that its displacement would occasion a falling off in the number of ladies taking the course. Instead of this the number has increased, while the proportion of ladies to gentlemen has remained substantially the same. What is more, careful observation produces the conviction that in the same course of study young women are quite as success ful as young men, and that their physical endurance, so far as the effect of study is concerned, is in no respect inferior.

Though the requirements of admission to the college courses have been largely raised within a few years, and the methods of study and examination have been made more rigid, the classes tend to constantly increase. The number of graduates for the last five years has been fourteen per cent. more than in any other consecutive five years of the history of the institution.

While the institution is under denominational patronage and is intended to be thoroughly religious in its character and influence, it is entirely free from all sectarian or denominational requirements of any sort.

Appleton. G. M. STEELE.

OUR SCHOOL SYSTEM.

HON. W. C. WHITFORD,

DEAR SIR: I was much interested in your address before the State Teachers Association. Our country schools are the weakest part of our school system. I think, in common with most other teachers of the state, that there are two vital defects which must be remedied by legislation before we can hope for much improvement — the district system and the qualifications required of teachers. If you could signalize your administration by securing the adoption of the town system uniformly throughout the state, it would be enough for you to be proud of as the achievement on which your reputation as state superintendent should rest. I am not blind to the the difficulties of securing such a sweeping change, but I believe that the sentiment of teachers and other friends of education would be fully expressed in favor of the change.

In regard to the qualifications of teachers the question is not so simple. A committee, of which I was a member, reported to the State Association a plan which I think met the wishes of most teachers, for examination by state examiners appointed by State Superintendent.

But there is one point which I think could be easily secured, and which would prevent some great evils in our schools. I mean a section added to our School Code forbidding certificates or licenses to any person under *eighteen years of age.* If licenses are to be issued, I would suggest that the county superintendent be forbidden to issue them except upon the unanimous request of the district board *in writing.* When county superintendent I adhered to this principle and thus avoided licensing unqualified teachers, with perhaps half a dozen exceptions. I think you could very easily carry through the legislature a provision requiring *all* teachers to be at least eighteen years old. A. O. WRIGHT.

Fox Lake.

A teacher in Appleton kindly but forcibly says:

"Inclosed I send you one dollar in payment for the JOURNAL for 1878. Allow me to add that, in my opinion, the JOURNAL improves with every number. I was an interested reader of its pages during my own school days, and have been a subscriber most of the time since I became a teacher, and I have nearly arrived at the conclusion that a teacher who cannot command a salary that will enable him to subscribe for it has mistaken his vocation, and would benefit the profession and himself by entering into some business that will pay better."

Another one says:

"Besides its official department and local notes, invaluable to Wisconsin teachers, the JOURNAL gives more and better reading matter for the money than any educational publication in the west. Success to it under the new *regime*."

PROBLEM.— Form an even hundred out of the numbers from one to nine, and in the operation have each figure occur but once.

Chelsea. LILLIE MORISETTE.

WILL SOME ONE answer the question below, giving reasons:

Would you teach your pupils, where there are two letters of the same kind together, to say "double s," "double e," etc., or to say each separately? If either is wrong, which? If neither is wrong, which is preferable? A TEACHER.

WILL YOU please ask the friends of the JOURNAL to give their views upon the sentence, "the man was to blame?" The question was raised in our association whether it is a grammatical expression. F. W. DENISON.

Marshall.

GOOD FRUITS.

Mr. Geo. W. Howard, the principal teacher in the Industrial School, sends us the following letters, written by two of the boys. The first writer could not write when he came to the school four years ago; the second, a colored boy, could neither read nor write. The penmanship is very good, as well as the composition, and Mr. Howard says about two dozen of the boys can write letters fully equal to those sent. We print the letters just as they were written:

STATE IND'L SCHOOL, WAUKESHA, Wis., Feb. 8, '78.

Hon. W. C. Whitford, Madison, Wis.,

DEAR SIR, Our school has been for some time engaged in an adding match similar to Prof. A. F. North's.

I send you the number of credits of each side, thinking you might be interested in it.

The north side has 23,630, the south side has 22,944. The north side being 686 ahead. Respectfully yours, JARED E. WISOR.

STATE IND'L SCH'L, WAUKESHA, Wis., Feb. 9, 1878.

Hon. W. C. Whitford, State Supt., Madison, Wis.,

DEAR SIR, we have been engaged for the last month in an Arithmetic Match similar to the one that Prof. A. F. North used to have in his school, and the result is as follows: The south side received for the whole amount of credit, 22,944, and the north side received 23,630, leaving 686 credits in favor of the north side. Thinking that you might be interested in knowing that we are engaged in such exercises, I send you this item. Yours Truly, LOUIS VEDDER.

EDITORIAL.

THE REGENTS of the State University held their semi-annual meeting at Madison, beginning January 15th last. We found the board composed of earnest and practical men, thoroughly interested in the welfare of the University. The meeting was harmonious, though the Regents acted upon questions on which they held different opinions.

Some changes were made in the management of the University. Hereafter, the students will not be charged for heating and lighting the public rooms. The University catalogue will be issued, after this, on commencement day, instead at the opening of the fall term. A professorship of rhetoric and oratory was created, and it will be filled at the annual meeting in June next.

On and after the next fall term, all students and those wishing to become such, will be required to register their names, residences, names of parents or guardians, and places of nativity, at the office of the secretary of the board; and such record must be signed by each student.

The members of the board of visitors for this year were requested to make their examinations individually at any time convenient for themselves during the winter and spring terms, as well as collectively during the exercises of the commencement week in June. This action was taken in accordance with the suggestion of the last board of visitors, who say: "Were such a course adopted, it would enable boards of visitors to obtain a much greater familiarity with the methods and condition of the University, its efficiency, and its needs, than is practicable under the existing system, and to submit recommendations and criticisms with greater confidence than they are able to feel at present."

Several recommendations presented by Prest. Bascom, in regard to the conduct of the institution, were referred to the executive committee, with instructions to carry them into effect.

The report adopted by the principals of our graded and high schools, at their meeting at Madison, December 28, 1877, in reference to the preparatory instruction in the University, was presented by Prof. Shaw, of Madison, in compliance with the vote of the principals. This report was entered upon the records of the Regents, and was referred, together with the documents accompanying it, to the committee on Library, Course of Study, and Text-books, with instructions to report by resolution at the next meeting of the board.

Considerable criticism has been made, at times, at the somewhat frequent changes which have occurred in the membership of the board. The policy has been, in reference to the Normal School Board, to retain, in general, the members through several terms. This course has given them greater efficiency, as they have acquired great familiarity with the work of the Normal Schools. So, on this board, the Regents who have held their positions the longest, display perfect acquaintance with the minutest details of the condition and wants of the University. The business of a state institution of this kind is

so vast, that no one can gain, in only two sessions of the board a year, sufficient knowledge of even the essential points in this business, so as to qualify him always to act intelligently. For this reason, if for no other, the experienced and efficient members of the board whose term of office expires this month should be reappointed by the Governor.

DIDACTICS AT THE UNIVERSITY.

A course of lectures in Didactics at the University is certainly a "new departure" in the right direction, and the fact that four-fifths of the Seniors attend, although the course is entirely optional, attests the present appreciation of the instruction, and promises future valuable results.

The course is being delivered by Dr. S. H. Carpenter, and even a hurried glance at the synopsis was sufficient to convince us that his reputation as a scholar, thinker, and instructor will only be enhanced by its production. His manner and matter are both highly satisfactory, as was clearly shown by the eager and unflagging attention and note taking on the part of the class. If the diploma of the institution is to be given the force of an unlimited state certificate, certainly such a course of lectures must come into still greater prominence, and lose its optional character. There is no doubt, at all, of the legitimacy of the step taken, and the fact that so many graduates of the University teach immediately after leaving school, for a longer or shorter time, furnishes abundant proof that in this direction lies a large field of labor.

The lack of just such instruction as this course affords has been seriously felt in the past, and so the present efforts are fully appreciated by all immediately interested, and should be sustained and amplified by those in authority.

THE SUPREME COURT OF ILLINOIS recently decided that "a pupil cannot be compelled to pass in every study in the curriculum of a grammar school, in order to allow him to be admitted into a high school; that the only penalty the pupil can be made to suffer for not passing the necessary examination in any one study being his incapacity to enter into any class of study in the upper school in which he did not pass on admittance to the school." This decision gives to parents the choice of the studies which their children shall pursue in the public schools of that state. The facts of the case are these: A boy had omitted, on account of ill health, the study of English grammar. On application he was admitted to a high school. The teachers of this school discovered afterwards that he was deficient in this study, and they required him to prepare for an examination in it. Not complying, he was expelled. A mandamus was issued to compel the trustees to admit him again. The trustees took an appeal, and the supreme court affirmed the decision of the lower court.

The same question in substance, it will be remembered, was before the supreme court of our state, in 1874; and it was decided in the same manner. In fact, the action of our court, it is said, influenced largely the decision in the present instance.

THE GOVERNOR OF NEW YORK condemns, in his recent annual message, the raising of money by taxation for the support of high schools and instruction in the higher branches of study required in the learned professions. This practice he terms "an act of injustice under the forms of law." The principle of "taxing one class of citizens for the education of the children of another class," he does not oppose in its application for providing a common school education; but only in its application to furnish free instruction in the higher studies of literature, the arts, and the sciences. The governor gives utterance, in this connection, to this astounding assertion: "What is worse, instead of educating the masses of children so as to prepare them for the pursuits and industries upon which they must depend for a living, we educate them in such a way as to make them discontented with their condition, unfit to discharge its duties in a manner most beneficial to their own interests, and take away the strong incentives which impel those who are really able and worthy to win for themselves high positions in learning and usefulness." This argument is aimed not only against higher learning, but really against all free education. It is an appeal to the lowest prejudices of those people who oppose paying money to educate others, and those who decry advanced culture.

DELEGATES from the school boards of the leading cities in England waited recently upon some members of the House of Lords. and urged the appointment of a Royal Commission to inquire into the subject of English spelling, with a view to reforming it in the interests of education. The number of delegates was large, and included some of the leading men of the Kingdom. The movement has been in progress for nearly two years. Prof. Gladstone, of the London school board, stated "that it was found on comparing the progress made in education by English children with the progress made by children in some continental countries, where spelling was more simple, that the foreign children learnt to read and spell with striking rapidity. If, for instance, the English language had a spelling as simple as the Italian or German, there would be a saving in the school-life of every English child of a year's time. The spelling of English had always been changing, as was seen in our literature, and it was a well founded complaint that various systems were adopted in the country. It was not for the school board to say which of the systems of spelling should be adopted, or what changes should be made; but they simply asked for an inquiry into the subject, in order to point out a remedy for the anomalous condition of the spelling."

A letter from Prof. Max Muller, of the Oxford University, was read stating that "I am as fully convinced as ever of the advantages of a spelling reform."

THE STATE TEACHER'S ASSOCIATION OF MICHIGAN, at their annual session last month, discussed quite fully the leading defects of the country schools. This subject is awakening a great interest in several northern states.

NEW PUBLICATIONS.

TRENCH ON THE STUDY OF WORDS. Edited by Thos. D. Supleé. New York: W. J. Widdleton. 400 pp. 12mo, $1.50 post paid.

This old and familiar friend, which we first read with delight years ago, is now presented for the first time in a convenient form for a text-book. The editor has done a good service to the cause of word-study, which we opine is quite to much overlooked in the present furor for English literature. No writer has done so much to make attractive the study of words, which are the elements of literature, as the accomplished Archbishop of Dublin. Whoever first makes his acquaintance by means of the volume before us, will be sure to want more from the same source, which he can obtain in "English Past and Present," "Synonyms of the New Testament," "Glossary of English Words Used formerly in Senses Different from their Present," etc., all of which are issued by Widdleton.

A HISTORY OF THE UNITED STATES. By Josiah W. Leeds. Published by J. B. Lippincott & Co., Philadelphia, 468 pp., 12mo.

Although we have a multitude of condensed histories of our country, each fresh compilation presents something new. Whichever book may be used as a text in school, the possession and collateral use of others adds to the interest and benefit of the study. The handsome volume before us contains several things of some moment which are mostly omitted in similar compilations, and by the use of a full, condensed page, and the ommission of illustrations, it embraces more matter, we judge, than any of the common 12mo. histories. It will prove popular, we think, as a book for advanced classes.

LITERARY SELECTIONS. Edited by J. P. McCaskey, Philadelphia: J. H. Butler & Co., 3 vols., 200 pp., each 35 cts. in paper, 75 cts. in cloth, post-paid.

This choice miscellany of good things in our literature is called the "10 times 10 series," meaning we suppose that each book has a hundred selections. The compilation is made with much intelligence and good taste, and with an evident appreciation of what will please bright pupils who are looking about for material to meet the demands on them in the way of "rhetoricals." The books are also admirable for fireside reading, and as an alternate or source of variety in the ordinary reading exercises of the school-room.

THE MATHEMATICAL VISITOR, No. 2.—Edited and published by Artemus Martin, M. A., Erie, Penn. This work deals with problems in the higher mathematics, and is published annually, in January, the present being the second issue. Price fifty cents a number. The lovers of the more abtruse mysteries of quantity will find much in this work to gratify their taste. We notice that many distinguished mathematicians are contributors.

THE LANCASTER SCHOOL MOTTOES, published by J. H. Butler & Co., Philadelphia, on twelve cards, 8x14 inches, printed on both sides, furnish a large number of valuable maxims and precepts which could not fail to aid materially in the moral instruction of school children, Price $1.10 per set, post-paid.

THE ATLANTIC FOR 1878.—Our readers will do well to take note of two things: that the managers of this sterling periodical have increased its strength and brilliancy by adding to it the "Galaxy," and that while they propose to make it still maintain the first rank in American periodical literature, as regards the quality of its articles, they will also especially aim during the coming year to treat questions of public interest, as they arise, in a thorough and impartial manner. It is not only their purpose to make the *Atlantic* acceptable to the lovers of *belles lettres*, but to make it indispensable to all who value the best thought in the country on finance, matters of government reform, and all social problems. The January and February numbers carry out this purpose.

MONROE'S PRIMARY READING CHARTS, published by Cowperthwait & Co., Philadelphia, present an easy and intelligible method for introducing the child to the mysteries of written language, and are rendered doubly useful by directions to the teacher on each chart. They are fastened in a holder, and embrace about fifty chart pages, two on a sheet, making a very complete, cheap and useful apparatus for the purpose designed.

NOTES.

BILLS are sent this month to those who have not paid in advance. If any are omitted or wrongly included, it is by inadvertence, and not by intent.

RECEIPTS for subscriptions are sent in the next number issued. If not found there, write and see about it.

PLEASE don't order a change of P. O., or a discontinuance, without indicating clearly where the Journal has been sent previously. We do not always remember.

WISCONSIN supports nine colleges and universities, including the state university, with the full college courses of study; and five colleges, not including the commercial, with only partial courses.

WE are pleased to hear, by Supt. Roby, that the school board in La Crosse having asked an appropriation of $5,000 for a site for a new high school building, the common council finally made it $7.500. This looks well for the school spirit of the city fathers.

WE learn that a good graded school, with three departments, is in operation at Merrillon, Jackson county, a village that has grown up at the junction of the Green Bay and Lake Pepin with the Chicago and N. W. R'y. Mr. B. G. Castle is principal.

PROF. HOSEA BARNS, of Kenosha, has abandoned his intention to engage in business in the oil district of Pennsylvania, and is desirous of finding employment again as a teacher or principal in our high schools.

D. A. MAHONEY, superintendent of Kenosha county, says that writing, as a regular study, is a failure in half the schools of his county. The chief cause is a lack of uniformity of writing books, making it impossible for the teacher to classify his school in giving instruction in this branch.

WE are informed by Charles E. Mears, editor of the Polk County Press, that the teachers of his county formed a library association in 1868, and that it has been in flourishing condition since. By this means good reading matter has been yearly supplied the teachers. Mr. Mears was superintendent of schools for his county for three terms, and speaks highly of this arrangement, seemingly the first adopted in the state.

ONLY three academies in the state make their annual reports this year to the state superintendent. The large number of graded schools, of which 211 maintain three or more departments, is accomplishing most of the preparatory work usually reached in the academies of New York state.

Our state supports 405 graded schools — an increase of 18 during the year.

Sixty-nine teachers' institutes were held the past year in fifty-three different counties and superintendent districts.

The average monthly wages of male teachers have decreased $2.47, the past year; and those of female teachers, $0.81.

The twenty-seven cities in the state with an independent school government report one hundred and sixty-one school-houses.

The state superintendent reports the increase of 59 school districts last year — the whole number being 5,564, exclusive of the independent cities.

The report of the Darlington High School for December shows 74 pupils in the four classes, with an excellent standing for scholarship, as well as for attendance and deportment.

The cost of maintaining the four normal schools in this state last year was as follows: Platteville, $17,115.88; Whitewater, $21,133.48; Oshkosh, $21,433.56; River Falls, $16,001.83, tatal $75,683.05. The receipts for tuition fees amounted to $17,471.99, leaving the net cost to the state, $58,211.86.

The first public school within the limits of the state was organized in Milwaukee, in the fall of 1836. This was done when the laws of Michigan territory were in force in Wisconsin, and this school was the only one formed in our state under the school laws of that territory. It was kept in a frame house erected for that purpose, and situated in what is now the northwestern portion of the city. The house was afterwards converted into a store, and was known as No. 371, Third street. It has since been torn down, and a substantial brick building occupies its place.

The first teacher employed was Edward West, who has, since that time, been prominently connected with the construction and use of the immense water power on the Fox river, at Appleton. He was, at the opening of the school, but eighteen years of age. He taught for fifty dollars a month and his board. Previously he had gained but little experience in school-work. His first term was three months long, but he continued in the school for two terms immediately afterwards. Forty pupils, more males than females, and some older than the teacher, attended at the beginning; but soon seventy were found in his classes. It was difficult, at first, to procure text-books enough for the scholars; and the homes of the inhabitants of the place were ransacked to furnish even a partial supply; and the balance had to be obtained from the East. Besides a day-school of six hours in length, Mr. West conducted, all the time of his teaching here, also an evening-school of two hours each day, in order to accommodate the older pupils. Occasionally in the state can be met some of our citizens who were instructed, in their youth, in this school, and who testify to its able management.

The teachers in and about Marshall and Waterloo have formed an association for the promotion of teachers' interests. Principal F. W. Denison, of Marshall Academy, and Miss A. M. Hotchkiss, of the Waterloo public Schools, are, respectively, president and secretary. On February 9, the association met at Marshall academy. A paper on "Reading" was given by Princ. Denison, and classes in reading and grammar were heard by Messrs. Sheridan and Knowlton of Waterloo. In connection with the association, it is proposed to have a bureau for aiding its members in procuring situations. These associated efforts among teachers are indicative of progress. Marshall Academy, we are pleased to hear, is prospering and doing good work for that part of Dane county, and for portions of Jefferson and Columbia, we judge, as well. We need more such schools.

A visitor at the River Falls Normal School reports that Prest. Parker gave recently the following choice instruction to the students at a morning chapel exercise: "I wish you students to consider to-day, thoughtfully, the question as to what truth is; that is, wherein consists truthfulness in the highest sense; whether only being careful that the words we speak shall all be true, or rather in striving earnestly that every act, and feature, and thought shall be truth. Following this, came an address from the president, of twelve minutes in length, upon such practical applications of the law and the gospel, as care for the property of the state, even in so little a thing as the use of the faucets of the water bowls; care for the rights of fellow students in not intruding upon or being tardy at a special exercise, which is held at 8:30 every morning; and care for each pupil's physical healthfulness in not lingering overmuch near the registers, and each pupil's moral integrity and self-government in strictly reporting to the president in private all irregularities or breaches of discipline. It was such a sermon as any one of us might take home for our daily lives — in its principles, if not its details."

A FREE high school has been organized at Brandon, under Kirk Spoor as principal. It is determined to build up a good school in that village. Mr. Spoor is one of the few teachers of the state who hold a state certificate.

THE whole number of persons in attendance upon the public schools of the state last year was 291,270, being an increase of 9,084 over that of the previous year. The number attending private schools, academies, and colleges is slightly decreased.

THE whole number of teachers' certificate issued last year by the city and county superintendents was 742 more than the previous year. "This indicates," as ex-Supt. Searing says in his annual report, "the employment of an increased number of teachers of inferior qualifications."

THE number of school districts in the state which purchased, and loaned or sold textbooks to the pupils last year, was 458, about one-twelfth the whole number.

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WISCONSIN

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THE QUESTION OF COMPULSORY EDUCATION.

[Paper read before the State Teachers' Association, Dec. 27, 1877, by T. P. MARRYATT, Principal of the High School at Kenosha.]

The highest welfare of every community requires the diffusion of education among all its classes. The state must educate or perish. Accordingly the state reaches forth by the strong arm of the law into the pocket of every property holder, whether he is willing or not, and obtains money for the support of schools. It says to every child: "No matter how poor or low your condition. Here is a school for you. In it you may obtain that which will prove a priceless boon. Please accept it free of cost." What a grand provision for a state to make for its inhabitants! And how gladly have a great majority of the people of this country accepted its benefits! But there still remains quite a minority who, failing to see the value of the gift, or for some other reason, have refused to accept it. Here the question arises, can the state do anything farther to secure the education of such persons? And, if so, what shall be done? Wherever this question has been discussed, nearly all have agreed that *something* ought to be done, and in many cases a pretty large majority have agreed as to *what* should be done; so that about a dozen different states have given expression to these conclusions in laws affecting school attendance.

But as a rule, compulsory attendance laws have not been enforced in this country; and it is admitted on all sides that they have failed to accomplish the desired results. Hence, the whole question of rooting out the illiteracy of the country is practically unsettled, and needs farther attention.

It seems to me that an hour or two spent by this body of educators in a fair, candid discussion of this topic, with a full and clear exhibition of the arguments, both in favor of compulsory school attendance laws and against them, would not only be profitable to us as teachers, but, let us hope, beneficial to the cause of education generally.

For my own part, I would like to indicate briefly two ways in which I think a state might remedy, to a greater or less extent, the evil under consideration.

I. The first remedy has reference to the political side of the question mainly. A government is strong in proportion to the enterprise, stability, and allegiance of its citizens. Enterprise and stability are qualities which education certainly improves in any citizen. His allegiance will be in proportion to the justice of the government and his own intelligence. If either of these is wanting, the government can place but little dependence upon him. But both the justice of a government and the intelligence of its citizens are promoted by education. With nations as well as individuals, knowledge is power and ignorance is weakness. So thoroughly has this principle been recognized by most of the states of Germany that, since the beginning of this century, they have enforced strict laws compelling the people to educate the children. Austria had neglected this matter, and when she was defeated in 1866 by Prussia, she hastened to imitate her by enforcing strict compulsory education laws. When Prussia and France came into conflict, the Prussian school-house was almost sure to win, as it did. But if every citizen of a monarchy should be educated, how much more so in this country, where ever citizen is a ruler. The ballot-box rules the nation. How important then that every ballot should represent the will of an intelligent man. There are over 1,500,000 voters in this land who can not even read the ballot they deposit. The great majority of these, besides multitudes of others, whose knowledge is too limited to have any correct idea of the principles for which they are voting, can be bought, persuaded, or bull-dozed into voting for anything that dishonest schemers may wish. Here is a great danger threatening the life of our nation. We have only to refer to the last presidential election to be reminded of possible, nay, even probable, conflicts of a serious nature growing out of ignorant voting, if the present state of affairs continues. If there had been no bull-dozing, buying, or other improper influences brought to bear upon voters, there would have been no dispute as to who was elected. If every voter in the land was required to have intelligence enough to

read the newspapers and to answer a few simple questions embodying the fundamental principles upon which governments are founded, bull-dozers and buyers of votes would find the materials upon which they operate so reduced that they would not venture to attempt their present practices. A wise statesmanship should recognize the existence of this danger and try to eliminate it.

The most natural remedy for the evil considered in this aspect would be the limitation of the privilege of suffrage by an educational qualification. A measure of this kind was recommended by our own Superintendent of Public Instruction in his reports for the years 1874–5, and in one of President Grant's later messages to Congress. Suppose a state should now enact a law which should require every man who should arrive at majority or become naturalized after Jan. 1st, 1883, to be able to pass an examination in reading, writing, the four fundamental rules of arithmetic, and perhaps a short catechism embodying the simple fundamental principles of political economy and government?

The objections to such a law would, in my opinion, be very slight. The exercise of the elective franchise is not an inherent right belonging to every citizen, but a privilege conferred by each state upon certain ones of its citizens. Male citizens, of a sound mind, over twenty-one years of age, who have resided in the state for a prescribed time, &c., are allowed to have a voice in the government of the state and of the United States. The state has a right to impose any restriction upon its voters which the interests of good government demand.

It is true that all classes of laborers, tradesmen, professional men, &c., should be represented in the government, for when one class of people legislate for another, to which it is not responsible, injustice is apt to be done. But the proposed measure could hardly be called class legislation, for illiteracy is not confined to any particular employment or section of the country, unless, indeed, you call the illiterates a class. But they are scattered all through many occupations, whose members have a voice in government, and hence they would be safe from any oppression or unjust class laws. Besides, it is a class, if you so call it, which any one can leave, by the aid of the free schools if he chooses. It may with reason be urged that it is not wise to deprive any class of citizens of a privilege once granted. Hence, it is not proposed to take away the privilege of voting from illiterates now exercising it, but that a time sufficient for all to prepare themselves be allowed, and then the state shall refuse to receive any more illiterates into its army of voters.

It seems to me that no serious objection can be urged against this as a measure to protect the ballot-box, and if agitated it would be received with general favor. The only argument against the measure as proposed in President Grant's message that I remember to have seen was in a local paper during the presidential campaign, and its course of reasoning was about as follows: "President Grant favors an educational qualification for voting. Foreigners will be most affected by this. Hayes is under Grant's influence. Therefore he belongs to the society of Know Nothings, which opposes the immigration of foreigners. Consequently you must all vote for Tilden." The author of such an argument would hardly advance it in a company of men of equal intelligence with himself, and it was probably put into his paper to catch the votes of the very ones who are not fit to vote.

But let us notice briefly some of the advantages of such a measure.

1st. It would remove this danger to the nation which results from illiterate voting. This alone would be worth far more than all the effort and expense required to enact and execute such a law.

2dly. Very few young men who have the least pride of manhood in their nature would willingly allow the age of twenty-one to come, without obtaining the necessary legal qualifications for voting, a privilege highly prized by the lower classes generally. Hence the cause of education would be promoted, and the results aimed at by the compulsory attendance laws would be well nigh accomplished, at least so far as pertains to the male part of the population.

3dly. It would make the elective franchise to be prized more highly by all — by the lower classes, — because they were required to prepare themselves for it; and by the more cultured, because a man's honest convictions, as expressed by his ballot, and to which he has arrived after much intelligent investigation, could then no longer be neutralized by the ballot of one who can not even read it.

4thly. The government would thus set a value upon education, which would, on that account, be more highly regarded by those who now care little or nothing for it. Many a poor child would thus have his taste for education awakened, and he would not be satisfied with simply the required amount.

5thly. It would tend to purify politics. There would be less intriguing at elections to secure ignorant votes. Dishonest office holders would be fewer in number; and, being responsible to a more intelligent body of voters, they would walk more circumspectly; and the leg-

islator would have less temptation to carry his points by intrigue and parliamentary strategy, rather than by open and fair discussion.

There are two advantages such a measure would have over a compulsory education law. One is that it could be more easily executed. All that would be necessary would be to require each man to pass the required examination before placing his name on the voting list for the first time. The other is that it would excite less opposition from that class of people, too common in this country, who think that limiting by law any action of theirs, even their power to wrong others, is a restriction of their natural freedom. To such the law would say, "You may act your pleasure about remaining in ignorance, but, if you do so, you must not expect to help rule the nation."

I have yet to mention one difficulty in the way of the proposed measure. It has always been regarded as belonging to the state to say which of its citizens shall vote. But the 14th amendment to the constitution of the United States provides that when any state shall deny the privilege of voting to any of its male citizens over twenty-one, except for rebellion or other crime, the number of representatives of that state in congress shall be diminished in the same ratio as the number of voters is thus diminished.

A state would hardly wish to diminish its representations in that way. The constitution might be amended so as to allow the states to impose an educational qualification. Or, as the constitution stands, if a state should pass such a law, allowing time enough for the illiterate youth to prepare themselves for voting, the decrease in the number of voters would be far less than the gain in purity in politics and wisdom of management in the state, and its national representation would be likely to be increased in character and in such influence as the legislator may properly exert, far more than it would be decreased in numbers.

II. The remedy we have discussed so far would be the one suggested by a due regard for political safety, and would be only a partial one, if the object is to remove illiteracy from the nation. This brings us to the second remedy, the one usually called a compulsory education law. This term is rather an unfortunate one. A law securing to children their right to be educated would answer better. With my present opinion on the subject, I think such a law would be an eminently wise one, — that is, a law of such a nature that it would be enforced. For it would be better not to legislate at all upon the question than to pass a law in such a shape that it would remain a dead letter, as has been done in a number of our states.

I will try to be brief in noticing some of the points in favor of a good law on the subject.

1st. Children have rights in this matter. A child is entirely dependent upon his parents. He has a right to his life, clothing, and food. If his parents should deny him any of these, the state would interfere for his protection. He also has a right to some sort of a training which will enable him to live after he passes from the control of his parents. In this country, a free education is offered him; and, as education is continually improving in quality and is becoming more universal, without it he will be at a great disadvantage in the struggle of life. Therefore, he has a right to demand that his parents shall not deprive him of it, either before or after he is old enough to appreciate its value. But if his parents should do so, some higher power ought to interfere in his behalf.

2nd. Tax-payers also have rights involved here. The state requires the property holder, whether he has children or not, to contribute to the support of the schools. As a rule he pays the tax cheerfully; for he knows that public education in the state and in his own community is doing far more to improve the value of his property than such education costs him. Why may he not say to the state, "I pay you for educating the children of the state, but here are the children of my neighbor without any education, a nuisance to the community, and their very presence lessens the value of our property. Why do you not educate them?" The state replies that their parents do not wish them educated. "Very well," might the tax-payer reply, "you have the power to see that they are educated, but, as you fail to do it, I will not pay you for it." But the state says, "You must pay." Then he might say, "You compel me to pay that the children of the state may be educated. You must perform *your* part of the contract, especially as you oblige me to fulfill mine." Every property holder may demand this of the state, and I do not see how the state can justly refuse the demand.

3. Nearly all the considerations in favor of the first measure proposed in this paper as,—removing the danger of ignorant voting, the advancement of the cause of education, making the elective franchise and education both more highly valued, the purification of all departments of politics, etc., would also support this measure.

Perhaps I can best adduce other points in its favor by noticing some of the usual arguments against it. It is said that such a measure interferes with the liberty of parents. It must be admitted that it

would interfere with the liberty of those parent, and only those, who would wrong their children by keeping them from being instructed, and it ought to. "I want no statute laws telling one how or when to feed, to dress, or to educate my children," said a prominent opponent of compulsory education, and he thought that intelligent citizens generally would resent such laws as restricting their natural freedom. Not that he or they wished to avoid carrying out these requirements, but because he would prefer to do them voluntarily, and not as requirements. There is force in this argument, yet it may be used against all law. Suppose we were now discussing the enactment of a law against theft. Why might not a man say, "I want no law against stealing? It is true that I would never steal, but if such a law is enforced I should feel my natural freedom unnecessarily oppressed. The mere consciousness of the existence of such a law would be intolerable. If I had been reared under a despotism, I might not seriously object; but having been reared under free, democratic institutions, I am, as every other American ought to be, jealous of the liberty that I have hitherto enjoyed." Such language would now, under the continued operation of a law against theft, be regarded but little better than nonsense, and yet it is almost the exact counterpart of language used in this state against compelling parents to send their children to school. The one who used the language does not feel his natural freedom restricted by the law against theft, for he has no desire to violate it. In case a number of children of the state were starving and needed the protection of the state, *he* ought not to feel oppressed by a new law requiring all parents to feed their children once a day, although such a law would affect his natural freedom. If some children in the state were without clothing, he ought not to feel oppressed if a new law should require them to be provided with one suit, for *his* children are abundantly clad already. In like manner, one whose children are attending school from twenty to forty weeks each year, ought not to feel oppressed if a law should require parents to send children to school 10 or 12 weeks each year, unless for some reason satisfactory to the proper authorities, they should be excused from such attendance. I admit that such an argument might be used with force against an unjust law or even an unnecessary one, as the writer just referred to, seems to regard that under discussion, but it can be used against all law; and, therefore, the merits of any proposed law must be discussed on other grounds than those contemplated in this argument.

It is said a compulsory education law will do very well for Prussia, but it will never be tolerated here. "It is un-American,"—"opposed to the genius of our free institutions." Why so, if the law is a good one? Is it un-American to obey good laws? Is the love of liberty so great here that we must oppose every law proposed, for fear it will take away some of the natural rights belonging to the savage? If so, it is time that it was restrained a little. As I understand it, the difference between the governments of the old world and our own, is this: There, laws are enforced among people who have had very little to do with enacting them. Here, every law properly enacted is the expression of the will of the people themselves, and should be cheerfully obeyed by all so long as it remains the expressed will of the people. Surely, Americans of all people ought to obey laws cheerfully.

"But it is an arbitrary interference by government." So is all law. Every one of the present school laws is an arbitrary interference of government. What could be more so than the law compelling every man to pay a school tax?

It is objected that such a law would make the detention of children from school a crime, and thus a new crime would be added to the calendar. In this country, it *is* a crime morally, and ought to be so legally.

It has been said, on the other side, that illiteracy is not the direct cause of crime, but that both illiteracy and crime result from other and similar causes. They are twin sisters, then, having the same parentage and akin in their natures. If the state suppresses one, why may it not the other? Each flourishes best in the other's presence; and if illiteracy were removed, crime would be lessened. Statistics, gathered from prisons and other sources, upon the relation of education and crime, are made to tell different stories in different hands. Perhaps, we are not justified in claiming that illiteracy causes crime simply because the illiterates and criminals of any particular locality, bear about the same ratio to the whole number of inhabitants. Yet no one who is at all acquainted with the nature of education, will maintain that it does not tend to lessen crime. Probably most of you have seen those two maps of our country, placed side by side in our census reports, one representing the comparative wealth and the other the comparative illiteracy of different sections by difference in shading. On one, those sections containing the most wealth are shaded most heavily. On the other, the heaviest shading represents the greatest illiteracy. On comparing the two maps, one is

found to be almost exactly the reverse of the other, and at once the idea of the probable relation between prosperity and education is most forcibly suggested.

But the strongest objection of all is that the experience of other states proves that such laws cannot be enforced. New Hampshire, Michigan, and other states are cited as evidences. The failure of the existing laws in these states was not because they were opposed by the people, or were even unpopular. For usually the press of each state has almost without exception heartily favored the law, and its enactment has been hailed with delight by nearly all. But these laws do not contain proper provision for their enforcement. I quote from a book published in England, entitled "Free Schools of the United States." It says of the Massachusetts law, "The law fails for the same reason that the Agricultural Children's act has failed in England —it is not sufficiently stringent, and there is no one whose special business and duty it is to see that it is enforced. Amateurs do not readily come forward to undertake offices of this kind. Where the law is put in force, there it succeeds. Take for instance the case of Boston." The writer then quotes a long extract from the Boston report for 1872. In that city 92 per cent. of the children were in the public or private schools. Of the other 8 per cent., 7 were pretty well accounted for. Of the New Hampshire law the same writer says, "The weak place in this law is that it makes any tax-payer an informer, and there are very few tax-payers who will accept the office." Of the Michigan law he says, "This statute is in great danger of becoming a dead letter. It contains that which in England, and in almost every other country, would be fatal to its success—it depends for its results upon the action of amateur detectives. A very short time has elapsed since the law was passed, and already there is evidence of its partial failure, notwithstanding that when enacted it was accepted with almost universal satisfaction."

Does this not sufficiently explain the failure of the compulsory laws of these States? If my neighbor's children were kept from school in violation of such a law, and I should procure his prosecution; as it is not my especial business to enforce the law against my neighbor, he could regard *me* not in the light of a public benefactor, but as a private enemy. Under these circumstances no one ought to be expected to enforce a law, unless he should wish to begin or keep up a neighborhood quarrel. Even a crime committed against persons often goes unpunished, the aggrieved party preferring not to cause the prosecu-

tion of the criminal. How, then, can we expect any one to enforce a law unless it is his especial duty to do so, when not he, but the whole state is the aggrieved party ?

A compulsory law should make provision for officers whose especial duty it would be to execute it, and these officers should be held strictly accountable by higher authority. Says the writer just quoted: "What is wanted in America to make compulsory laws thoroughly successful, is a *strong* administrative department at the head of the system in each state. The principle of local self-government must be supplemented by state control. The absence of this feature is painfully evident in the working of the Michigan law ; and before compulsion can accomplish its best results, some state machinery will have to be called in."

In New York there seem to be officers of some kind to execute the law. I am not acquainted with its details. But there was some weak point in it, evident to the State Association of School Commissioners and Superintendents, for, according to the Cyclopedia of Education, in December, 1874, before the law went into operation, they pronounced it defective and inefficient, and unanimously resolved to ask the Legislature to "so complete and perfect the act already passed, that it may better secure the results at which it aims." Shall we admit that in America we are not able to frame a law, believed to be a wholesome and necessary one by the great majority of the people, in such a way that it can be executed ?

Much more might be said on this subject of securing the rights of children to an elementary education, but I find I have neared the limit imposed by the Association upon the length of a paper, and I must close rather abruptly, leaving the farther discussion of the subject to you.

On this matter, let us not satisfy ourselves with the idea that, however great the necessity for such a measure in other states where illiteracy prevails to an alarming extent, it is not much needed here in Wisconsin. We should not be limited by state boundaries, but look beyond them to the needs of our country as a whole. Superintendents of those unfortunate states report that something *must* be done there. They need our example and help. Let us not cease to devise measures to remedy this evil, so long as healthy children, whether they be many or few, *in* this state or out of it, shall, in this country, be deprived of an education by their parents without any restriction whatever.

RELATIONS OF NORMAL SCHOOLS TO THE COMMON SCHOOL SYSTEM.

[Paper read before the State Teachers' Association, December 27, 1877, by W. F. PHELPS, President of the State Normal School at Whitewater.]

Thirty-nine years ago on the third of September last, John Quincy Adams, standing before a convention called to consider the necessity of measures for the improvement of common schools, declared that the original settlers of New England were the first people on the face of the globe who undertook to say that all children should be educated, and he further affirmed, what is now universally accepted in theory, that on this basis our democratic system of government has been founded. He heartily approved of the project of establishing a Teachers' Seminary, then and there under consideration.

On the same occasion Daniel Webster arose, and in one of his happiest efforts, expressed his anxiety to concur with others in aid of the movement under consideration in this convention which embraced an array of distinguished men such as the cause of education has seldom brought together on this continent. In speaking to this point, the great expounded observed that the ultimate aim of the Teachers' Seminary was to improve and elevate the primary schools and to secure competent instruction to every child which should be born ; that no object could be greater than this, and that the means, the forms and the agencies necessary to accomplish it were all-important. He then proceeded to express his great obligations to the town schools, avowing that they were the foundation of our social and political system. He hesitated not to declare that these schools needed improvement, that if they were no better than when he attended them they were insufficient to the wants of the day ; that they had been overlooked by men who should have considered them ; that we teach too much by manuals and too little by direct intercourse with the pupil's mind ; that we have too much of words, too little of things. To illustrate his point, he referred to the science of Geology, and asked how little do we know of its practical detais ? It is taught by books. It should be taught by excursions into the fields. And so of other things. We begin with the abstracts and know very little of the details of facts ; we deal in generals and have little to do with particulars ; we begin with the representative, leaving out the constituents. Teachers should teach things. "This plan of a Normal School," said the

great orator, "*is designed to elevate our common schools and thus to carry out the noble ideas of our pilgrim fathers.*"

On this grand occasion, too, Horace Mann delivered a powerful and convincing address on *Special Preparation, a Pre-requisite to Teaching.* Robert Rantoul, eminent in the annals of the old Bay State, also declared that a reformation in the common schools was exceedingly necessary, and that this change for the better could only be effected by better teachers, well paid and permanently employed. George Putnam, of Roxbury, a distinguished clergyman, proclaimed that if there be any department for the able and proper performance of whose duties special instruction be absolutely necessary, it is that of the educator; that he had once kept school, and with tolerable acceptance, he believed to his employers, but though just from college, he found himself deficient in the very first steps of elementary knowledge; that he had studied all the mathematics required at Cambridge, but did not know *how to come at a young mind* so as to successfully teach numeration; that he had studied the classics, but could not teach a boy how to construct a simple English paragraph; that he found himself wanting in that highest of arts, the art of simplifying difficult things so that children can grasp them; that from his own experience, therefore, he ventured to say that no liberal profession so comes short of its objects as that of the school master; that few, very few, apprehend its difficulties, that *to know how to enter the child's mind and when there to know what to do is knowledge possessed but by very few;* that if there is a single province in which specific preparation be necessary, it was this; that such preparation is what Normal Schools *promise* to confer, and that they wanted no law schools or any higher schools or colleges, so much as they wanted *seminaries to unfold the art of teaching.* The sentiments that inspired this notable gathering were "as is the teacher so is the school," and all attempts to elevate and improve the public schools must begin with the elevation and improvement of the teacher."

The outcome of this and similar movements inspired and directed by Horace Mann, Charles Brooks and others was the establishment of the first seminary for teachers on this continent in 1837, speedily followed by another and another, so that within three years three normal schools were in operation under the auspices of the *same authority that created and sustained the public schools*:—the state of Massachusetts. It would be most instructive to trace the growth of the the conception that special preparation is an essential pre-requis-

ite to teaching from the first attempt in this country to give it a practical illustration by Father Pierce in his humble beginning, with three pupils in 1839, to the present hour, when there are scattered all over the republic not far from one hundred and fifty training schools under public authority, giving instructions to over twenty-five thousand persons aspiring to the noble work of the teacher. But were such a sketch possible within the limits of this brief paper it would not comport with its specific purpose which is to refer to the *relations between the Normal Schools* and *the Common School System of the state*, with a few practical suggestion growing out of these relations.

Touching the first point of our inquiry, that has already been made apparent in the brief, yet pertinent historical reference just presented. Since no relations of a public charcter can be more intimate or important than those which a teacher sustains to the taught; so, none can be more important than those which he sustains to the agencies and influence that prepare him for his work, and so, too, none ought to be closer than the relations between the normal schools and every part of that common school system whose mission, aim, and purpose are "to secure competent instruction to every child that shall be born." In the absence of these relations the normal school, as a public institution has no justification for its existence. If such relations be merely nominal, if they exist in theory only, then will both the common school system and the teachers' seminary be shorn of their strength. Said the renowned French Statesman, Guizot, in speaking upon this identical topic, the prosperity of the teacher's seminaries will be the measure of the success of the people's schools." Again he declares in an address to King Louis Phillipe, that unless the latter are supplied with able masters worthy of the high vocation of instructing the people, nothing has been done for elementary instruction.

It is greatly to be feared that the importance of this subject is not so thoroughly appreciatod either by the school officers or the people as it should be. In some communitities, indeed, the normal schools are regarded as "excresences upon the common school system," and have been thus characterized in legislative bodies called upon to act in their behalf. In other places it is assumed and asserted that in their aims and purposes they are hostile to the interests of the common schools, and they are treated as competitors with them for the public support. Superintendents have denounced them in their of-

ficial reports, political conventions have anathematized them as frauds, and "high-toned" newspapers as "horse leeches" and cheats. Within the past two years their very existence has been menaced even in communities where their *status* has been regarded as the most perfectly and permanently assured. Nearly forty years of reasonable success in our own country, and more than one hundred and fifty years in Europe have not sufficed to make their merits appreciated and their necessity felt by the average citizen of the "Great Republic."

But in order to obtain a closer view of the intimate relations existing between the Teacher's Seminary and the teacher's work, between the Normal and the Common school, let us glace briefly at the true functions of each.

That the office of the public school is to make good citizens has become a stale platitude. It is a vague and flippant statement, nevertheless, of a grave and important truth. That object may be better defined as Mr. Adams and Mr. Webster have defined it. It is to carrry into execution that sublime resolve of the original settlers of New England that all children shall be educated, and that *competent* instruction shall be secured to every child which shall be born. But what does such education imply, on the part of the subject of it, the child? It implies soul-expansion and character building. It implies ultimately, a consciousness of power and the way and the will to use it for every noble and beneficent purpose. It implies a knowledge of the laws and forces of the universe, with the disposition and the ability to make them subservient to the ends of a rational existence. It implies a recognition of the relations between man and man, between man and all that is beyond and above him, from the mote that floats in the sunbeam to the Deity that sits enthroned in the Heaven of Heavens. True education implies growth from within, through a natural, constant and progressive course of self-activity, and not through a series of crude, spasmodic, irrelevant external appliances, in utter disregard of the laws of human nature. It implies not only a growth of ideas, a growth in knowledge and a growth in language, but a corresponding growth in that highest form of expression that manifests itself in wise, efficient, noble action! It implies, as the eloquent Huntington expresses it, "the fitting of men for all spots and crises," that they be prompt and busy in affairs, gentle among little children, self-reliant in danger, genial in company, sharp in a jury box, "and may we not add sharper still in the ballot box!" "tenacious at a town

meeting, unseducible in a crowd, tender at a sick bed, not likely to jump into the first boat at a shipwreck, affecaionate and reputable at home, obliging in a traveling party, shrewd and just in the market, reverent and punctual at the church, not going about with an air of perpetual apology for the unpardonable presumption of being in the world, nor yet forever supplicating the world's especial consideration, brave in action, patient in suffering, believing and cheerful everywhere, fervent in spirit, serving the Lord."

Now it is the beginnings, the first steps, the foundations of this education that are all important, and that claim our supreme attention. The home, the kindergaten and the primary school are the prime factors in all this great work. Their functions well and faithfully performed, comparatively little would remain to be done. But the average home as a beneficent educational agency, must be voted a failure either from ignorance of the laws of childhood, or from an indisposition to observe them, or both. Many a child enters the primary school already spoiled, to often to have the the process of spoilation continued. The kindergarten, that grandest of educational conceptions, is yet largely a thing of the future. Hence the common school system as it is and as it may be made to become, must be our main reliance for "giving competent guidance to every child that shall be born." The great question of the day is, therefore, how to elevate, improve, perfect and extend it. I hesitate not to affirm that in the presence of this mighty problem to-day, all others before the American people sink into comparative insignificance. There can never be presented to any nation or race any question of mightier import than this: How shall we secure to every rational being whom our soil maintains that training and preparation necessary to the proper discharge of his duties as a man and as a citizen in all his varied relations? Even the improvement of the home, the most primary of all human institutions, so to speak, must largely depend upon the improvement in the methods, motives and appliances for general education. There is but one way to secure better homes and that is, first, to secure better men and women, better fathers and mothers to preside over, sanctify and bless them. A better system of education universally diffused is the only method of rearing better heads of families than many of our homes now possess. The art of teaching in its broadest sense, the art of rearing, training, educating should become universal. Pope says that the proper study of mankind is man. We may fearlessly assert that the greatest study of mankind is the art of

rearing men based upon Pope's study of man himself. This is the art least understood, and yet most necessary to the welfare of man both individually and as a member of society.

The Normal School is the place where this almost divine art should be studied in all its bearings, but especially in its relations to early education. The greatest difficulties of the situation lie in and near the foundations. How to get at and into a child's mind and heart, and what to do when we get there! Here is almost the whole problem in a nutshell. A graduating class from a Normal School may have mastered the most elaborate curriculum, and yet failing in the intricate knowledge, the infinite patience, and the consummate tact and skill requisite to get into a child's mind and determine what to do when it gets there, has scarcely entered the vestibule of that great profession whose true mission it is to fit men and women for all spots and crises. The teacher who cannot study the little child as thoroughly, at least, as he has studied the Latin declensions, or indeterminate coefficients, is wretchedly equipped for his difficult duties and grave responsibilities. To know something of the nature of iron is not to become a blacksmith. To have studied the properties of pine lumber is not to become an expert hewer of wood. Much less is a knowledge, however exact, of the *subject-matter* of education the sole qualification for an educator. There is a knowledge of human nature in its broadest sense, and there is a consummate art, as subtle in its methods as are those powers, susceptibilities and emotions with which the educator is compelled constantly to deal, that must be superadded to all the other attainments of the true teacher.

It is impossible, within the very brief limits prescribed, for this paper to indicate, in detail, the precise professional work that should be accomplished in our Normal Schools. The amount of such work, actually and thoroughly done, ought to be considered as the measure of their success, as it certainly is of their highest usefulness. Nothing can be easier than to lay out two years of strictly professional study and practice for the want of which our common schools and the people are, in my judgment, suffering more than from the want of all things else appertaining to the problem of a wise education for the masses. I am far from claiming that no so-called academic instructtion should be given in these schools. This, in the present condition of affairs, is perhaps indispensable. But it should not be regarded as as the supreme end of these schools, to which the special work must be subordinated. On the other hand the professional study and train-

ing should become the constantly increasing factor in the problem. The study of human nature of childhood; of the means and methods of exciting it to a healthful self-activity; the faculties of the mind; their order of development; their judicious use; the injury resulting from their abuse; the relations of the various studies to the development of the mental faculties; the true order of studies; education, its nature, ends and means; its relations to the state and to society; its necessity to a free government; the organization of education; different systems of education; educational legislation; educational history and biography; the school, its organization and management; school supervision, its objects, methods, uses and abuses; the mutual relations and duties of parents, school officers and teachers; the necessity of special preparation for the teacher and for the school officer; all these and many other subjects would claim careful consideration in a professional course. This order of knowledge is the most serious want of the times with the great mass of those who are engaged in or closely related to our public school work. What is needed is persons competent to inform, guide and lead public educational sentiment as well as teach the school in every neighborhood. Who is to do this, if not the teacher? What agency is to train, prepare and strengthen the teacher for these all important duties, if not the training school? How is the training school to do it, if nine-tenths or nineteen-twentieths of its time and strength must be given to that which other schools are or ought to be doing? How can the training school do it, if obliged to prepare a large portion of its pupils for admission even to its elementary course? These are serious and practical questions, and they are entirely pertinent to the issue before us.

The public school system cannot advance very far beyond the public sentiment that must sustain it. Hence the great necessity that that sentiment be constantly enlightened and elevated upon these subjects. There are thousands of well intentioned friends of education all over the country who are incompetent to defend our school system from the lack of this kind of information. That system has become so expanded and differentiated, in its machinery and methods, that a large number of those who may be considered leaders of opinion in many respects cannot explain many of its most important provisions. Grave legislators called upon to make or unmake laws of vital importance to the schools and their constituents, editors of leading newspapers, whose great aim should be to inform the people in matters pertaining

to their higest interests, are not infrequently found lamentably wanting in that knowledge of educational subjects entirely indispensable to wise and intelligent action in their respective spheres.

Our Normal Schools should become the central suns of the great public school system, radiating their light in all directions among the people. They should lay the foundations broad and deep of that special professional knowledge and skill, without which there can be no real progress in educational reform or any other reform of a stable character. They should send forth a continuous procession of those who shall teach and preach the gospel of true education to every creature. They should be freed from every incumbrance or entangling alliance, if there be any, that can hinder or embarrass the accomplishment of their simple and yet grand design of elevating and improving the common schools through the elevation and improvement of the teacher.

The relations between these seminaries and the public school system are thus seen to be most intimate, inseparable, important. They are the relations of the stream to the fountain, almost of the cause to its effect. As the power of the stream must depend mainly upon the heighth, and breadth and depth of the fountain, so the efficiency and beneficence of the common school system must be largely contingent upon the fullest development of these teachers' seminaries in the direction of their peculiar and special work. To this problem we should address ourselves, with all the earnestness and wisdom that the gravity of the situation and the importance of the subject demands. With her munificent fund, now amounting to over a million dollars, sacredly set apart to this work, with a freedom from the uncertainties —I might almost say the calamities — of legislative interference with this work, with a large corps of able, devoted, patriotic educational workers and leaders, Wisconsin possesses opportunities and possibilities in the direction of a specific preparation of its teachers and of diffusing that kind of exact knowledge so essential, both within and outside the school room, to the substantial progress of the great work of laying a solid foundation for the education of every child born upon its soil.

To the county and city superintendents especially let me briefly address myself. Your official relations to the Normal Schools are very important, and they should ever be close, intimate and cordial. You well understand that the success of the school depends upon the abil-

ity, skill and devotion of the teacher, more than upon all other causes combined. You know, also, that the value of your own laborious efforts must be subject to the same conditions. Hence, it is for your interest, both officially and individually, it is for the interest of the schools under your immediate charge, and of the Normal Schools, that the best talent in the community should be sent to these seminaries for preparation.

The highest intelligence and skill should be enlisted in the grand work of creating and diffusing intelligence. Ignorance, incapacity, and narrow-mindedness in the school room can only reproduce their like, if they do not make their reproductions more hideous than the originals. Too many persons find their way into the Normal Schools who have scarcely a native aptitude or acquired qualification fitting them to enter upon this work of preparation for an office that they can never acceptably fill. Preparatory classes indeed contain many who can not even prepare *to be prepared* to enter upon the work. Such persons should in every way be discouraged, and when possible, prevented from undertaking the work. There might be a local examination to test this question of fitness in advance, that the expense and mortification of a rejection after reaching the school might be avoided.

Again, if the superintendents of each Normal School district could annually meet in convention at the Normal Schools, acquaint themselves with their work, draw inspiration from their operations, confer with their faculties, give them the benefit of their experience, in turn, receive their suggestions as to the best mode of mutually co-operating in their mutual work, great advantages could not fail to accrue to all parties and to the work itself.

One of the most serious evils that now interfere with the efficient operation of at least one of the schools is the instability in attendance, arising from entering late and leaving early. This must interfere no less with the usefulness of the Normal than with the Common schools. Whatever impairs the organization and efficiency of the school as a whole, also impairs its value to every pupil. Irregularity in these respects is admitted to be one of the many weaknesses of our country schools. Much may be done by the superintendents through personal and official influence and through the diffusion of correct information to at least mitigate this evil, and give to the schools that stability so essential to their highest success. Much more might be said

upon this topic, but the limits assigned to the discussion forbid a further trespass upon your time and attention.

IN MEMORIAM.—PROF. O. R. SMITH.

Read before the Executive Session of the State Teacher's Association at Madison, December 28, 1877, by Prof. ALEX. KERR, and published by vote of the Association.

Happily for the growth and progress of humanity there is a tendency, in this country, at least, to hold titles at a discount and put a premium on men. The strong common sense of the intelligent American prompts him to think less of all the degrees which universities confer than of the ability to do good work in some useful department of industry. And when this ability is honestly exerted in bringing the community to recognize the supremacy and dignity of law, in strengthening ideas of self-respect and manly independence, in creating a taste for rational pleasures, and in helping those who would otherwise be defrauded of their intellectual rights and privileges to make the most of themselves, the man who thus exerts his power is deserving of respect and honor.

Tried by this standard our lamented friend and fellow-laborer, Prof. O. R. Smith, merits the honor which his warmest friends agree in awarding him. And when on that August day, which many of us will long remember, the telegraph announced his untimely death by the accidental discharge of a gun, it was as if the sun had suddenly forgotten to shine and the light and the joy had died out of nature.

Our friend first opened his eyes upon the world thirty-seven years ago, under the burning skies of Georgia. His enthusiastic love of nature must have received a quickening impulse from the surroundings of his childhood. Though he was born in "the bleak December," the fragrance of roses floated through the open door of the dwelling in which the child slept. As soon as his feet could traverse the neighboring fields and forests, he heard in the spring time the song of the mocking bird and watched with his large black eyes full of wonder, the bright-plumed strangers of the wood flash into sight and then hide themselves in the semi-tropical foliage. In the summer and early fall he saw:

> "Apple and peach the fruited deep,
> Fair as the garden of the Lord."

Early transferred to New England, he grew to manhood in an atmosphere well suited to stimulate mental activity and to give broad and rational views of education and culture. He fortunately came in contact with instructors who regarded man as something more than a superior animal.

Those New Hampshire teachers were old-fashioned enough to believe that they had to deal with a spiritual organism, old-fashioned enough to have a strong faith in our personal immortality, and they reached their faith not by experiments in bioplasm under the microscope, but by intuition and communion with heaven. In such a faith the best instruction has its source and inspiration. When it lives in an honest and vigorous mind it is a guide to truth amid the researches of science and literature. It is not incompatible with the rejection of dogmas which men have venerated for centuries; for

> "There lives more faith in honest doubt,
> Believe me, than in half the creeds."

Naturally of an ardent and impressible temperament, the boy received from his New England education a decided bent toward liberal studies. These studies he pursued with the untiring zeal of an enthusiast. Their effect upon a gifted mind like his could not long be doubtful. He soon acquired the enviable power of losing himself in his work and in his thought. Freed from the morbid habit of selfish introspection, which dwarfs the faculties of many educated people, the young man learned to do with facility work which competent judges pronounced to be of a very high order, and those who knew him best will testify that his thought was seldom common-place.

After meeting him for the first time, and talking with him for only a few minutes, the impression left upon me was that here was a man, and not a titled apology for a man. That was twelve years ago; but Prof. Smith at twenty-five was no visionary stripling surcharged with half-formed ideas and unsubstantial moonshine. Even then his mental faculties had been trained to obey his will, and his strong convictions were embodied in words whose meaning was unmistakable. For twelve years he justly ranked as an acknowledged leader in the educational affairs of Wisconsin. On every question of educational policy Prof. Smith always favored the forward movement, giving his voice and his influence as a man of large brain and large soul would naturally give them,— on the side of liberality and humanity, and against the conservative counsels, which, if followed, would drift the

state back in the direction of barbarism. And Prof. Smith did not preach one thing at the annual gatherings of the Wisconsin teachers and then practice its opposite in the daily round of supervision and and instruction. He could frame a resolution embodying the wisdom which comes of much thinking, and then strike fire in its support, as he roused the indifferent, and convinced the impartial hearer. But he did not stop with this; for his public life exhibited that integrity of word and deed which the ancient orator constantly commends to the Athenians. Hence he was no eye-servant, lavish in words, sparing in deeds; bountiful in promises, but lacking in performance. Many of us know what delight he took in honest words earnestly spoken in defense of truth and right; and we know as well the inexpressible scorn and contempt which he felt for the empty bombast and palaver which, under the name of oratory, have sometimes claimed the attention of the assembled teachers, eager for the words of truth and soberness. No man, more justly than he, could express Cowper's sentiment: "In my very soul, I loathe all affectation."

The earnestness of the man, and his loyalty to what he believed to be the truth, made him discard that jugglery of speech so frequently offered as a substitute for ideas. Sincerity was stamped upon his words as clearly as the image upon the coin fresh from the mint. Sincerity and unselfish devotion to duty, added to qualities already mentioned, made his life a power. And those who knew him best were not surprised to hear that results were reached in the public schools and among the young people of Sparta which would have honored a city of ten thousand inhabitants. He was not the man to sacrifice the best interests of a community to nepotism and routine. Quick to discern whatever was best in modern methods of school organization and instruction, he was never the slave of his method, but made it subordinate to higher ends, to mental development and growth. He accordingly supplemented the close and accurate work of the schoolroom by outside labors, intended to awaken an interest in the higher departments of study and the higher regions of thought. The young people of the community, under the guidance of one strong mind, were fast acquiring a taste for the purest and choicest literature.

The Professor was, as I have already intimated, thoroughly imbued with the literary spirit. While he took a live man's interest in every kind of human knowledge, his favorite studies were poetry, history and philosophy. Possessing an intuitive sense of what constitutes excellence and nobility in thought, he often in conversation delighted

his intimate friends by summoning at will from many poets their choicest words. Such friends who have heard Prof. Smith talk when in his happiest moods, do not very much wonder at the enthusiasm for self-culture shown by the young people of Sparta. They had a teacher who could find time to explain the Iliad to them at the meetings of their literary club, and who could answer the hard questions in Julius Cæsar and Hamlet. Enthusiasm was natural in the circumstances, and would be found in other towns under like conditions.

Especially during the last years of his life he gained the dignity and composure of mind naturally belonging to his ennobling pursuits. If he met with opposition in any of his plans to serve the public, he showed no bitterness, but moved quietly forward like a man and faced the inevitable.

No wonder if the good people of Sparta followed his remains in sorrow to the grave, to weep there. A friend faithful and generous had left them forever, and they were bereaved.

A few days before his death, in passing through this city, he stopped for an hour or two to tell me about his plans and prospects. As we sat that summer evening under the trees beside the lake, we spoke of many subjects, and among others of immortality and the mystery of the future life, which was soon to be unveiled to his sight; for the next word from him was the sad intelligence which startled so many of us, and made us stand still awhile to think of a brother laid low in the strength of his manhood.

Our first thought was: It is a calamity; it is evil without remedy. But it is always better in view of such events, to look beyond the horizon which bounds our earthly vision.

"So many worlds, so much to do,
So little done. Such things to be.
How know I what had need of thee,
For thou wert strong as thou wert true?

"We pass: the path that each man trod
Is dim, or will be dim, with weeds;
What fame is left for human deeds
In endless age? It rests with God.

"O! hollow wraith of dying fame,
Fade wholly, while the soul exults,
And self-infolds the large results
Of force that would have forged a name."

DRAWING IN COMMON SCHOOLS.

[Report read before the State Teachers' Association, December 28, by Prof. D. McGregor, of Platteville Normal School, Chairman of Committee.]

The records of this Association, covering a full quarter of a century, show, that with regular annual and not unfrequently semi-annual recurrence, the teachers of the State, have by resolution signified their approval of the teaching of drawing in our schools, and have urged teachers and superintendents to exert themselves in creating a sentiment in favor of its general adoption. The results accomplished are measurably gratifying, and give encouragement to hope that a continuance of well-directed effort will effect still greater and more satisfactory results. The success already achieved promises well for the future.

Drawing is now taught in each of the four Normal Schools under State control, and no pupil is entitled to the certificate of the Board of Regents without having completed a course in Free Hand Outline Drawing sufficient to enable him to teach the same. We do not by any means claim that this is all that ought to be done in these schools, but this is what must be done first, and it is only proper preparation for the next step. We hope that ere long it may be deemed expedient to require moderate proficiency in Perspective Drawing also, for without this the relative positions and distances of groups of objects cannot be properly represented. In the schools of the city of Milwaukee, through all grades, drawing is systematically taught, with results even more than satisfactory. After the most critical examination by committees of gentlemen fully competent to form intelligent opinions, the Superintendent of Schools reports as follows: "I can safely say now, that no branch of the course of instruction is more securely established, or produces results more generally satisfactory than Drawing."

In many of our graded schools drawing has, within the last three or four years, received considerable attention, and there is very manifest an increasing interest in the study. Wherever drawing has been taught under circumstances at all favorable, it has been proved beyond question to be a most valuable and powerful educational factor. On the other hand, it is no surprise to learn that, in the hands of persons unskilled in drawing and unskillful as teachers, and especially in the

hands of those who performed their work in a perfunctory manner, this study has been looked upon with disfavor. The essentials to success in this branch are in no respect different from those which secure success in any other—a systematic course of instruction and a teacher sufficiently skillful to carry out such a course.

We are well aware that Drawing cannot be made a part of the curriculum of our common schools, and especially our ungraded schools, without meeting considerable opposition. This opposition will come, as it has heretofore, from two sources—the patrons and the teachers. Some of the patrons of our schools are honestly opposed to having drawing taught, because they have themselves never known the value of such training, and are therefore unconscious of having suffered loss through lack of it. They cannot see how their children, by learning to draw, will become bread-producers at an earlier age, or earn their bread in larger quantities, or with less sweat of the face when the earning days come. And, indeed, it may be impossible to prove that this will be the case. This study is by many considered an accomplishment, proper enough for those who are likely to have leisure for the cultivation of taste and the enjoyment of the refinements of life, but in no respect qualifying to meet the stern realities of a life bound to manual labor. It is feared, too, that our common school courses of study and programmes of recitations, already overcrowded, cannot make room for this stranger, without displacing some study of superior importance, probably one of the famous trio. These objections are honestly made and must be honestly met. They will not down at the wave of the hand, or at an expression of impatience, or at the assumption of superior knowledge on the part of teachers. They seem, at least, to have some foundation, and are therefore worthy of consideration. These objections can, we think, all be answered in a consideration of the proper place and functions of drawing as a study in our common schools, and we are of the opinion that at least one of the objections has its foundation in the erroneous method of teaching drawing which has been generally followed. Until a few years ago, it was the custom to introduce the pupils with scarcely any preparation to difficult combinations, pictures which ought not to have been undertaken until after years of instruction and practice. The result was, of course, a failure. The few who had sufficient time at their disposal, and the fewer still who had special talent for such work, produced pictures which fairly satisfied teachers and parents,

but the great majority of pupils either gave up in intense disgust, or produced drawings which violated every canon of taste, not to say art. Under such circumstances parents had a right to protest most solemnly against the foolish waste of time required to make pictures which most certainly were not *things of beauty*, and as certainly not fitted to be joys for a time even, much less *to be joys forever*. Were the youthful reader, immediately upon learning his letters, to be introduced to the literature of our advanced reading books, bristling as it does with its ponderous polysyllables, we should not be surprised to hear that reading required too much of the pupil's time, and that, indeed, very few pupils could learn to read. Yet this procedure would be no more absurd or disastrous than the manner in which drawing has been taught.

We claim that Drawing, properly taught, will multiply the number of industries for the pursuit of which the pupil will have a partial preparation, and that it was on that account alone a legitimate branch of popular education; and farther, whatever vocation may be chosen by the pupil, the study of drawing will qualify him for a more ready and accurate master of its details. "Drawing," says Lord Brougham, "is of the greatest use in after life, and, above all, it has the effect of leading to accurate habits of observation, and a more distinct knowledge and mechanical facility than almost any other kind of manipulation. It is a sovereign remedy for correcting idle habits, and of the greatest benefit to the scholar." We claim that drawing does not necessarily interfere with any other study pursued in our schools; but that it is rather a valuable aid to several of them. In the schools of the city of Milwaukee special attention has been given to this aspect of the case, and the superintendent reports as follows: "In no way has drawing been found to interfere with the progress of the pupils in their other studies. The amount of work done is just as large, and its quality as good, as before drawing was introduced. If I were to venture an opinion on this subject, I would say that the time devoted to drawing, so far from being lost, results in strengthening the mental activity of the pupil in other directions, and increasing the number and variety of his mental resources." The state offers to each child within its limits the advantages of at least an elementary education, and seeks to have that of the best quality, as far as it goes. This means that the faculties which will in after life be of the most value to himself and to others, are to receive proper direction. Now,

we do not propose to magnify unduly the importance of drawing, but claim for it a place according to its value. There are very important mental faculties that it will not cultivate, there are others that it will only help in cultivating, and there are yet others which it will cultivate better than any other study, and for this the child has a right to the benefits to be derived from it. Drawing increases the power of the eye by systematically exercising it. This is no unimportant matter, and no one who knows the power the eye gains by learning to draw would willingly dispense with the study. Not only does it enhance the value of the eye, but it brings the hand under control, so that it is enabled to express, under the guidance of the eye, what the mind seeks to represent. In a purely educational point of view, therefore, we think that it has claims which none can successfully dispute.

But we are met by the objection that only those who have a talent for this particular study can learn to draw. There is equal reason for asserting that only those who have a special talent for reading, arithmetic or penmanship can profitably take up these studies, but this stumbling-block arises only when drawing or music is in question. The reason for this, as it concerns drawing, is not far to seek. Parents are too often ignorant of what drawing means but strangely, imagine that it must mean *high art*, for success in which special talent is, in all probability, necessary. It has been conclusively demonstrated that all who possess average ability can learn to draw. After a faithful trial in the schools of Cincinnati, extending through eight years, the superintendent, in his report for last year, says: "We must not excuse pupils, except those physically unable, from drawing, under so unsound a plea as lack of talent, or want of aptitude. All cannot be expected to draw equally well, but all can learn to draw, and profit indirectly by the pursuit of this study." Prof. Walter Smith, who is unquestionably a competent authority, says: "There are but four classes of human beings whom it is not practical to instruct in drawing. They are the blind, the idiotic, the lunatic, and the paralytic. Of the rest of mankind and womankind exactly a hundred per cent. can be taught to draw."

But granting that for our common schools drawing is a legitimate and even desirable study, and that it comes within the capacity of all, there is still to be decided the very important question of qualifying teachers for the work of instruction. One feature of the case is discouraging, and it is this: There are, to our certain knowledge, many

teachers, regularly employed in the schools of the state, amply qualified to give instruction in drawing, but who make no effort whatever to teach it in their schools. Can it be possible that such teachers are ignorant of the use to which they can put this ability? Truly, we think that they are literally hiding a talent, and are thereby failing to accomplish what is easily within their power. These teachers need a strengthening and reviving of their faith in the efficacy of the discipline which drawing is known to afford, and should prove their faith by their works. Every teacher who has moderate skill in drawing can easily inspire the pupils with a desire for instruction in the study. But here we are met by the objection that the blackboard accommodations in our common schools are not sufficient. If the introduction of drawing could be made a means of convincing district officers of the necessity of more blackboard room, that itself would be sufficient argument in its favor. But drawing requires no more blackboard than either arithmetic, penmanship or geography, and it can be taught with considerably less available board surface than either of of these last named studies can. This objection, then, is too far reaching, for it shows that other and even more important studies cannot be taught, and that we may conclude that the school is, through lack of this inexpensive piece of apparatus, a failure.

But how shall the very large number of our teachers, who have not had the benefit of instruction in drawing be prepared for this work? There are two ways open by which preparation may be brought about, one by way of our legislature, the other by way of our school superintendency. We are not yet prepared to urge legislation upon this point, and chiefly for the reason that for many years to come legal enactment with reference to drawing must prove a dead letter. Before such enactment can be wise there must be a wide-spread need felt for what it would aim to supply, and a reasonable probability that the demand could be fairly satisfied. At present it would be utterly impossible to find teachers qualified to teach drawing intelligently in one-tenth of our common schools; and without intelligent and systematic teaching it would be better not to have it taught at all. We are therefore compelled to appeal to the superintendency for aid in this matter. If drawing has any such claims as we urge, it is certainly well worth a vigorous attempt at least to make its teaching possible. If the county superintendents, while holding their examinations and visiting their schools, would urge upon teachers the value of this study, not for mental discipline alone, but as a means by

which children can be kept profitably employed, when tired of other school work; and if the opportunity were afforded teachers for qualifying themselves to do this work, we have faith enough in the judgment and fidelity of our teachers to believe that, very soon, drawing would be taught without any form of compulsion. It would in a short time be employed as one of the most effective instruments in the management of children. Institute conductors may also do good service in furthering this cause. They should at every Institute impress upon teachers its importance, and also give equal time to drawing and penmanship in arranging the time table. We do not expect that such means will result in a sudden and universal introduction of this branch, but we do think that such a course will provoke the least opposition, and will accomplish better results than more violent means would be likely to accomplish.

We believe that drawing is of benefit to pupils in the training it gives the eye, hand and judgment; in the discipline of taste, resulting in neatness and better arrangement of all written matter; in the enlargement of their capacities to make and interpret all linear representations; in the multiplication of the pursuits for which it lays the most suitable foundation. We believe that it will benefit the state in enhancing the labor of those engaged in mechanic and decorative arts; and that it will be of immense aid to the teacher in furnishing to pupils employment both profitable and interesting for that stage of advancement in which they require the greatest variety of exercises. We hope, too, that it will result in the school house and its appurtenances being cleansed and kept clean from the vile pencilings and, if possible, viler jack-knife carvings so fearfully common, and which are among the darkest stains upon our common school management. These results can be gained only through our common schools, and by systematic teaching. For fifteen years — from 1836 to 1851 — England tried to raise the grade of her art manufactures by the establishment of special schools of art, and the employment of special teachers in large cities, but at the Universal Exhibition of 1851 she was still almost at the bottom of the list. In 1851 or '2 the teachers of London were requested to try for one year the experiment of teaching drawing to all the children in the public schools of the city. We are informed that the same objections were then made that teachers make now,—want of time and want of appliances. As a compromise measure, it was agreed to use, for drawing half the time usually allotted

to writing. After a trial of a year, a meeting was held for the purpose of comparing views and results, and a resolution of the following purport was unanimously passed: That half of the time previously given to writing had been given to drawing, with the result that writing had been better, and the power of drawing was a clear gain. Since that time very little has been said in England about the difficulties of teaching drawing to children. And mark the practical results; the fifteen years following 1852 wrought wonders. At the Paris Exhibition of 1867, it is claimed that England stood amongst the highest, and excelled in some branches of art manufacture even nations long noted for their artistic skill in these very products.

Believing that there is no insuperable obstacle to the teaching of drawing in our common schools, we respectfully recommend that county superintendents and conductors of Institutes be urged to give prominence to drawing in all Institutes held in the State in 1878. We furthermore recommend that teachers, in advance of the Institutes and as preparation for instruction in the same, should carefully study the plan of a series of lessons in freehand outline drawing, as presented in some one of the many admirable text-books upon that subject. The following limits and scheme of work are respectfully submitted, as in the opinion of your committee calculated to be of some assistance in teaching drawing:

Classes below the Third Reader, or those usually considered in Primary Grades, should work on slates, and should have at each recitation concert and drill exercises upon the black-board. Those in Third Reader, or Intermediate Grades, should draw on paper, and be allowed neither eraser nor drawing or measuring instruments. Those above the Intermediate Grades should be provided with straight edge, scale of equal parts, and dividers, and be taught their use in practical geometrical drawing. For black-board work pupils in this division should be allowed the use of a cord also in drawing. Beginners in drawing, to whatever grade they may belong in school, should take the exercises in regular course, beginning with those prepared for the Primary Departments.

RIGHT-LINE DRAWING.

I.—Lines considered separately. Copying.

1. Copying of straight lines from the board, on as large scale as the slates will allow.

(a) Horizontal, with definitions; and examples of horizontal edges and surfaces named by the pupils.

(b) Vertical, treated as above.

(c) Inclined—to right and to left, each treated as above. Definition of parallel lines.

2. Copying of straight lines taken in pairs, and meeting.

(a) A horizontal and a vertical, with definitions of right angles, and of perpendicular lines.

(b) Two lines forming an obtuse or acute angle, in all possible positions, and each treated as above. Definition of angle.

(c) Angles which may be formed at any one point on slate or blackboard.

(c) Dictation exercises of two-line drawings.

II. Dividing.

1. Drawing lines—horizontal, vertical, slanting to right, slanting to left, and angles; and dividing each line into two three, four, etc., equal parts.

III. Drawing lines of a given length, and dividing the same, as may be required by the teacher.

Preparation. — Let pupils be made familiar with the foot measure and its subsubdivision into inches, by having it drawn upon the board, and let them use the foot-rule in finding short distances. Also require them to estimate short distances at sight. The teacher, or some pupils designated, should use the measure in testing the accuracy of lines and subdivisions of lines made in drawing.

IV. Drawing polygons.

1. Three-sided figures, with definitions belonging to this class.

2. Four-sided figures, with their definitions, etc.

V. Drawing of simple and familiar forms, requiring the use of only straight lines.

1. By copying, without regard to size.

2. Half size, double, etc.

3. Longest line in drawing being given in inches.

4. From memory, or object.

The following are a few from the almost endless list of objects which might properly be used: Slate, slate-frame, picture, picture and frame, door and panels, window and sash, top of table, front of table, floor of room, gate, section of fence, front of house, gable, book-case, saw-horse, trestles, etc.

VI. Inventive Drawing.

1. Using only straight lines. The points at the extremities of straight lines are given, and pupils required, by connecting these lines, to draw symmetrical or balanced figures.

2. Arranging three or four-sided figures about a single point, in such a manner as to produce a balanced figure.

3. Arranging polygons about another polygon, so as to form a balanced figure.

Exercises in Inventive Drawing, if properly conducted, have an almost irresistible charm; so much so, that it has often been observed that pupils who had considered Drawing an amusement fit only for the merest children, have unconsciously found themselves intensely interested and participating in the work.

We are of the opinion that this scheme will furnish employment in Drawing through the Primary Grades. In Intermediate Grades similar work should be done upon paper, and the exercises preserved. In addition to this, however, curved lines should be taken up, and treated about as indicated for straight lines, combining straight and curved lines in most of the exercises. For higher grades, a continuation of it; more difficult combinations of work laid out for Intermediate Grades, and especial prominence given to pen and ink sketches.

Inasmuch as comparatively few of the pupils in our common schools ever study Geometry, it would be of great benefit to have Practical Geometry taught to classes higher than the Third Reader. This can easily be taught as a department of Drawing. As already indicated, pupils should be provided with a straight edge and scale, combined as pairs, and dividers.

In addition to the usual method of simply performing the geometrical process required, pupils should write in their drawing books a full description of each process. The following are suggested as among appropriate exercises.

1. Bisect a line.
2. Divide a line into four, eight, etc., equal parts.
3. Draw a perpendicular to a given line.
4. Draw a square upon a line.
5. Draw a rectangle upon a line.
6. Draw an angle equal to a given angle.
7. Draw a line parallel to a given line.
8. Divide a line into any number of equal parts.
9. Construct a triangle with three given sides.
10. Construct a parallelogram of which two given lines shall be adjacent sides.
11. Make a plain scale.
12. Make a diagonal scale of equal parts.
13. Find the centre of a given circle.

Etc.

D. McGregor, *Chairman.*

A fault confessed is half redressed.

Better to be alone than in bad company.

Deserve success and you shall command it.

Every man is the architect of his own fortune.

He who resolves to do right has God on his side.

Catch not at the shadow and lose the substance.

If we subdue not our passions they will subdue us.

It costs more to revenge injuries than to bear them.

Knowledge is the treasure but judgment the treasurer of a wise man.

It is more honorable to acknowledge our faults than to boast of our merits.

SUPERVISION OF SCHOOLS.

[Paper read before the State Teachers' Association, December 28, 1878, by Hon. W. H. CHANDLER, of Sun Prairie.]

The President of this Association, in his address at the annual meeting at Green Bay, in July last, in his discussion of the topic, "Supervision of Schools," asked this question: "Is there not enough of good in the supervisory system to warrant this body in pushing forward until even in small cities it is more perfect?" This paper is an attempt to answer that question.

If there is one feature of school work which is more important and essential than another, it is that of supervision. If there is one feature which has been allowed aimlessly to drift, and almost unaided and unbefriended, in a practical way, to suffer neglect and the lack of intelligent and sympathetic direction, it is this feature of supervision. If there is a class in this sphere of activity, of which much has been expected but to which little has been given,— which has been blamed and scolded, and held responsible for much that is unsatisfactory and discreditable in the schools,—but which has been left to struggle alone with the intricate and delicate problems with which they have to deal, it is the class known as superintendents.

It is true that through the efforts of the friends of true educational reform, a change from the town to the county superintendency has been effected, and the system of independent city supervision has been established. It is also true, that from time to time, when, from mercenary or vindictive motives, efforts have been made to secure unfavorable legislation towards these measures, this association, and many friends of a sound and efficient system of public education, not numbered upon its roll of membership, have united in extolling the superiority of the present over the former system of supervision, have awakened public interest, and secured public attention to the danger sufficiently to ward it off, and then left the matter to care for itself— to go on as unsatisfactorily as before, ever grounding the defense of the present system upon the fact of excellence compared with something worse in the past, rather than upon existing and demonstrable merit and efficiency.

I do not forget the fact either, that from time to time the defects of present practices in supervision have been discussed, and various

remedies suggested. Among these remedies, which themselves suggest the evils considered, are the township system of school management, with its local board of education, and its secretary, *ex-officio* town superintendent; uniform and simultaneous examination of teachers throughout the state, upon questions issued by the state department; scrutiny by the state department of examination papers, and the standing accorded thereon by the county superintendents; literary qualifications of county superintendents; appointment of county superintendents by the state superintendent; election of county superintendents by the county boards of supervisors, or by a convention of district officers of the superintendent district; election of county superintendents at the spring rather than fall elections; payment of salaries, arbitrarily fixed by law, from the state treasury, etc., etc.

Inventive genius has no more been idle in this than in the domain of bodily ailments, and patent medicines have thus been prescribed in quantity, if not in quality, entitling the originators to the palm of fair rivalry with the physicists. But to all of these suggestions the public have turned a deaf ear. They have been regarded as nostrums, which might for the time divert attention from the evils, but would not cure them. The people have said plainly, "We will have none of them." They seem to have exhibited an instructive, if not reasonable, confidence in the possibilities of existing arrangements; and it seems now to be wisdom on the part of those who assume or are accorded leadership in educational matters, to address themselves in earnest to the question, and settle once for all in their own judgments whether existing provisions for supervision can be so used, so habited with powers, so systematized and directed in effort, as to be worth preservation. If an adverse conclusion is reached, then to seek unity and co-operation in advocacy of a substitute; if favorable, then to agitate, and advocate, and co-operate in such measures as will justify the judgment and promote the efficiency of the work.

In considering this matter, in order to clearly and properly weigh propositions connected with it, the first question arising for answer seems to be: What is supervision, as applied to schools? The word supervise, itself, means to superintend, to direct, to manage, to control. It must not be confounded, then, with mere inspection, or visitation. These may be necessary for wise supervision, may furnish the necessary data or facts for intelligent direction, or management; but learning what direction or management a school requires, is not directing or managing that school.

The law creating the office of county superintendent, seems to contemplate three distinct duties and relations, viz.: 1st. The duty of examining and licensing teachers, holding institutes for their instruction, annulling certificates, and hearing and determining upon charges affecting the teacher's moral character and ability to teach. Out of these duties grow the relations of superintendents to teachers. So general and unlimited are the powers conferred in this connection, that every superintendent has entire and undisputed control over the teaching force within his jurisdiction, subject only to appeal to the state department. No provision could be more generous, no powers more ample, for the supervision of teachers. In this regard then, it is not more or different authority that is needed, but a wiser and more effective use of authority already possessed, to secure more efficient supervision in this department.

2d. The duty of visiting and examining schools and school districts, and inquiring into the management, course of study, method of instruction, text books, discipline, school houses, sites, out buildings, appendages, etc., and advising and counseling district boards, in regard to their duties. By these duties are established relations with district boards and patrons of schools. While these duties may be said to be as a whole more advisory than authoritative, yet I consider them of the highest importance, and that they may be made in the highest degree effective. They are based also upon the assumption, that only such measures for the good of the schools will be effective, as command the intelligent assent and co-operation of the local authority to which is committed the immediate management of the schools, and of the average parent, whose offspring are affected for good or ill by the policy pursued.

An examination of a school, made incumbent by these duties, is not designed, like the examination of a teacher, to determine the present proficiency of pupils in any given branch of knowledge; but rather to determine whether the pupils, and all of them, are making progress; if not, whether the failure is in classification, method of instruction, want of order and discipline, irregularity or lack of punctuality in attendance, or other causes. My opinion is that the school patrons are comparatively few, who, when informed and convinced their children are receiving little or no benefit from the school, that the hard earned money they have paid for taxes is being wasted, or worse than wasted, will not interest themselves sufficiently to correct the fault if with them, and justify the correction of it by the superintendent if in the

teacher. If this is not so, then our greatly boasted general interest in popular education is a cheat and a sham, is fearfully diminished, and we are on the eve of the unspeakable peril of the overthrow of our public school system, unless speedily revived.

These duties and relations also give the best opportunities to inculcate intelligent views of the true functions and scope of the public school, of the need of a systematic course of study in the elementary as in the secondary and higher schools, and of the indispensable necessity of parental co-operation to secure, through the schools, the welfare of individuals, of society, and of the State. In making it necessary for the superintendent to secure the co-operation of local authorities and patrons in measures for the more effective conduct of the schools, in some respects the law has most wisely provided for conditions that will secure the highest and most permanent prosperity; and in imposing those duties, and establishing these relations, has indicated the high character and ability needed in an incumbent of the office.

At the same time, in clothing the superintendent with power to license or refuse to license teachers, upon the ground either of scholarship or ability to teach, it has reserved to him the power and imposed upon him the duty to secure effective work in schools, even if he should fail to secure the co-operation of local authority and patrons. In the institutes provided and required to be held, opportunity is afforded to make known definitely his requirements, and no one is left with the excuse that they did not *know* what was required, for they by attendance may become informed.

The third class of duties and relations remaining to be mentioned, is that of collecting, collating, and forwarding statistics and reports to the state superintendent as he may require. These duties, and this relation, while not usually deemed of the highest consequence, may be made of no little value in the way of promoting efficient supervision. If they are held and used to be merely clerical and formal, as it seems to me they are now, they will amount to very little. But if made to yield their full and best results, by the quickening and vitalizing influence of close, active, and continuous connection with the state department, made the motive and sensitive nerves of this supervisory organism, along and through which shall thrill the sensation and impetus to action which the head and brain shall ever be sending forth, they immediately become of the highest importance and the source of incalculable help and benefit.

I am aware that in all I have said, implying that the present system of supervision is founded in wisdom, and has in itself possibilities for the highest efficiency and usefulness, as well as being preferred by the people generally to any other yet suggested, I may be answered that I have presumed upon competent and efficient incumbents, which past experience does not warrant; that it does not meet the argument of the state superintendent submitted one year ago, in favor of more intelligent and more permanent supervision. I admit the force of the reply, and concede that this is the pivotal point in the whole discussion. In view of the fact that it is indisputable that our people are not in favor of literary tests for elective officers, or centralization by committing to one man large appointive powers, or long continuance in office either of parties or individuals, if this intelligence and permanence of supervision is impossible without these changes in public sentiment and practice, then it is useless to hope for much greater efficiency in the future than in the past, and our present system gives little promise of good.

But I very seriously question whether, as a rule, either in city or country, there is a tendency to excessive frequency of change of incumbents in the office of superintendent. I appeal to the record. Many superintendents are now serving their third or fourth term, and almost universally are they accorded two terms, or four years service. Further, if the work of supervision was properly systematized, directed and vitalized, its permanence in character and consequent efficiency would not wholly or largely depend upon the continuance in office of the same incumbent. It is true, that in this work experience is valuable, but like every other office in our civil service, not indispensable. There is tact and facility to be acquired, but no mysteries to be mastered and transmitted to families or fellow partisans, or favorites. It is not yet determined beyond question that occasional changes in officers, bringing fresh vigor, ambition, and zeal, with varied perceptions and talent, are not more healthful than harmful.

The same remarks are applicable with reference to "intelligence in supervision." I speak with confidence, because from experience, when I say that much of the failure in effectiveness in supervision is the result of isolated, individual, and independent effort, rather than co-ordinate, co-operative, and concerted endeavor for the accomplishment of a definite and common purpose. Every man, left to himself, will naturally cast about in his sphere of activity for some ends to be reached,

and means by which to reach the desired ends. These ends and means will be determined by various circumstances surrounding him, and will be as various as the circumstances. But bring men into a position where a common and well-defined purpose shall animate them, and while there is ample scope for individuality in method, there is no more striving with uncertainty, as to the end for which they strive,—no more fighting as by those who beat the air; and though the combatants may change from stage to stage along the line, the work goes on, the successor taking it up where the predecessor laid it down.

Neither am I prepared to admit that, but exceptionally, unworthy or incompetent men are elected or continued in this office. If entering upon the duties of the office, they were met with a scheme in outline of the work before them, over the signature and seal of authority; if they were frequently met by definite and specific directions *how* to direct their energies in order to secure desired results, there would be far less occasion for constant complaint of lack of intelligent and permanent supervision. The trouble is that many superintendents are elected because of known efficiency in certain directions, but are thus introduced into a line of duties for which they have had no special training, and with which they have had little or no familiarty. Their work for a long time is therefore experimental. During nearly five years incumbency of the office of county superintendent, and a subsequent experience of three years intercourse in institutes with these officers in various parts of the state, I have found them, as a rule, intelligent, earnest, industrious men, anxious to discharge the duties of their office wisely and efficiently, lacking more the knowledge how, than the will and power, to do thus.

If we turn now to other features of law relating to supervision, we shall find just that provision which I have been endeavoring to point out, as necessary for the highest intelligence, permanence, and consequent efficiency in supervision. The law prescribing the duties of the State Superintendent provides that "he shall have a general supervision over the common schools of the state, and it shall be his duty, as far as practicable, to visit every county in the state for the purpose of inspecting the schools, awakening an interest favorable to the cause of education, and diffusing as widely as possible, by public addresses and personal communication with school officers, teachers and parents, a knowledge of existing defects, and of desirable improvements in the government and instruction of the schools." Subse-

quent provisions amply provide the means for carrying out to the fullest extent these specific and wise measures, financially and otherwise.

Under these ample powers and wise provisions, then, it would seem there is nothing to prevent but everything to encourage; first, such instructions and directions being promulgated from the state department for the guidance and direction of subordinate supervision as will secure intelligence and permanence in the kind of work attempted, notwithstanding occasional changes in incumbents of office; second, such personal oversight, contact, and help, with local authorities, as will insure wise measures of direction, and efficient administration in every department of the field.

In conclusion, I can only reiterate the sentiment substantially reported by me to the county superintendent section one year ago, and adopted by it — that in order to make the system of county superintendency more useful, more effective, and more popular, it is essential, first, that a more vital and real co-operation be established between the county superintendents and state superintendent; and second, that more attention be given by both state and county superintendents to secure co-operation of local boards and patrons in measures for the improvement of the schools.

I conclude, then, that there *is* good enough in existing provisions for supervision to warrant this body in pushing forward on the line so evidently in harmony with the general spirit of our institutions, and the preferences of the people, rather than continue the agitation of theories and measures less congenial to our political and social system, and altogether repugnant to the convictions and proclivities of a large majority of the people. It will be quite time enough to denounce the present system and label it as effete and a failure, when we have made a united, an earnest, and an honest attempt to fully test the merits of a system which heads equally wise and hearts equally devoted as our own have devised.

If this public-school system is so mighty a power in the formation of a nation's character, with what care should it be guarded and governed? What purity and intelligence, humanity, prudence, are to be required in all those who control its interests and direct its studies!—*Eugene Lawrence.*

THE POSITION OF THE HIGH SCHOOL IN OUR SYSTEM OF EDUCATION.

[Paper read before the State Teachers' Association, Dec. 28, 1877, by W. H. BEACH, Principal of the High School, Beloit.]

For the accomplishment of definite purposes there is need of systematic effort. Thorough organization is essential to the accomplishment of these purposes with the least possible loss of energy. An army would probably accomplish but little, if every regiment and every company were fighting "on its own hook." In the disposition of forces each has its proper work to do, and in proportion as each does its appropriate and peculiar part, is the result a grand success.

In the arrangement of educational forces, the common school, the high school, the normal school, and the college, each has its own work to do. Each one of these is an essential part of the entire system. Each has the same claims on the public. They are all in harmony. Neither one can do its work to the best advantage, without the others. College and university training is requisite for the best management of the high school. High school and normal school training equips the common school teacher for the better performance of his duties. Thorough training in the lower grades is necessary before the learner can do anything at all in a high-school course of study. The mastery of a high-school course of study is requisite as preparatory to the college.

These parts of the system, then, should stand within supporting distance of each other. The prosperity and thoroughness of either one will promote the success and efficiency of the others.

The high school has two missions: One to prepare students for the college or university; the other to give the best possible outfit to those whose life ends with their graduation at the high school.

Because the high schools have not been fully equipped and able to do all the work of preparing students for the higher institutions, those institutions have been obliged to organize preparatory departments. The authorities in charge of many of these institutions have expressed a desire to do away with their preparatory departments, just as soon as the high schools are able to do all the work of preparation, and do it well. Some of the high schools are prepared to do this work of preparation for college, while others are not yet able to do it.

It seems best that the high school should have two courses of study; a college preparatory, or classical, and a general course. Sometimes a little of the flexibility of the old academies may be admitted with profit. A little freedom and adaptation to the circumstances and needs of individual students may often be necessary and desirable.

A thorough mutual understanding and hearty co-operation among the different departments of our system of education will promote the best interests of all.

COURSE OF STUDY IN HIGH SCHOOLS.

[Paper read before the State Teachers' Association, December 28, 1877, by C. A. HUTCHINS, Superintendent of Schools, Fond du Lac.]

To prepare children for the practical duties of life; to train them in the arts essential to bread-winning, is the primal function of the common school.

Although seed time and harvest have alternated in regular succession during all the ages, life is still cheap and bread dear. The questions, what shall ye eat, and what shall ye drink, and wherewithal shall ye be clothed, are still momentous ones. Though the earth laughs with harvests, and abundance crowns the years, the struggle for mere subsistence is wellnigh universal. To him whose business or inclination leads into the by-ways of life, it will never seem strange that the pittance that a child can earn is eagerly sought in homes where hungry want is a constant guest.

Man, it is true, does not live by bread alone, but he needs bread nevertheless. Physical wants are the most imperious ones of our naure; and, within certain limits, it is inevitable that they should take precedence. Of cold and hunger there are born a clamorous progeny that the lyre of Orpheus can not lull to sleep. To stop the hungry mouth with food, and to cover the shivering frame with raiment, is likely to remain the supreme purpose of man's activities. These lower wants must be satisfied ere the cravings of the higher nature spring into being. It were idle to tell the hungry man of the delights of literature. Neither poetry nor painting can charm one whose bones ache, and whose limbs are weary with toil. Physical well being is the prerequisite to all forms of culture. However desirable the learning that the schools impart may be, it is but a little to which the

masses can attain. That the majority of the pupils of the public schools will leave, at what seems to the teacher, a preposterously early age, is certain. To do the pupil the greatest possible good while he stays, to give him the training that shall qualify him best for the sterner business of life, to make his education, at each step of his progress, as complete and well-rounded as possible, is demanded by every dictate of humanity, and by every principle of sound economy. Honesty requires the teacher to eliminate from his curriculum whatever impairs this, the primal function of the common school.

Can the common school satisfy these unquestioned demands, and still point to the world of pleasant and profitable knowledge that lies beyond? Can it introduce those topics which, although good and desirable in themselves, are not direct factors in the processes of money getting?

It is not uncommon to speak of the mind as though its varied powers were distinct and independent. The truth is that the whole mind acts in the simplest mental processes. The trained mind moves to the accomplishment of its allotted task, with massed forces. To help the student to bring his reserves into full play, is the sublime purpose of school training. Ripe judgment is invaluable to the rich and the poor alike; but ripe judgment is the product of wide and varied culture. To train the eye to see, and the hand to execute, is the constant purpose of the teacher. But the eye really sees only what the mind thinks worth seeing. The artist sees beautiful forms in the shapeless block. To the naturalist the insect is the centre of a circle of relations that touch the stars.

He whose thought has never been directed to that mysterious mechanism that binds the lowest with the highest, must remain among those who, having eyes, see not. Moreover, the common school is made for all. Its power for good is measured by its hold upon the sympathies of all classes of citizens.

Much the larger part of the burden of taxation is borne by men whose children constitute but a small minority of the pupils in public shools. To deny to the children of these the privilege of preparing at home for higher training abroad, is to alienate a class of citizens whose moral support the schools can ill afford to lose. Moreover, such a policy tends to separate the children of the rich and poor, and so to weaken that welding power of the schools which constitutes their transcendent claim upon the State. The most effectual barrier which our institutions furnish to the formation of castes is the public

school. Here all classes meet upon common ground. Here, during the formative period of life, those acquaintances are formed and those friendships are cemented which alone are effective in breaking down the barriers that class and sectarian prejudice rears. It will be an ill day in American affairs, when this, the crowning glory of our school system, is impaired. Any theory that justifies the State in taxing the whole people to give her sons and daughters a common school and collegiate education, must impose on her the duty of providing for the training that lies between. The high school, while it needs the healthful stimulus that the presence of students preparing for wider fields of culture gives, is the only agency under the jurisdiction of the State for doing this preparatory work.

With private or denominational schools we have no conflict. We can not afford to quarrel with any well directed effort to make men wiser or better. If, in the hereafter, they shall demonstrate their superior fitness to fill any niche in the educational scheme, to them be all the glory. It is the duty of the State to provide whatever mental culture is necessary to round out her children into the full orbed perfection of manhood and of womanhood, if she have any duty in the premises. If the State shall discharge this high trust with so much fidelity as to render additional schools unnecessary, our friends of the private and parochial schools will submit gracefully to that predestined order of things which provides for the survival of the fittest.

Granting, then, that the high school is to supply the missing link between the district school and the college; that while it offers to those whose scholastic advantages cannot reach beyond the best possible training for the farm, the counting house, and the work shop, it shall seek to awaken a love of letters, and to stimulate its pupils to seek the wider benefits of college life; what courses of study will best enable it to fulfill this double mission? Manifestly, the high school must furnish a different course to those who seek here to prepare for the classical training of the college and university, than to those whose school life will terminate within its walls. The extent of the high school course must, of course, depend upon its length and the requirements for admission. It is doubtful if a better foundation for high culture in any department of mental activity has been found than a substantial English education.

Let us suppose then that the pupil comes to the high school with a competent knowledge of arithmetic and descriptive geography, a

tolerable knowledge of the English grammar, and such an acquaintance with United States history and the elements of botany and zoology as well directed oral lessons for the four previous years may give. The pupil will still need that the work of the lower school be supplemented by regular exercises in reading and spelling. It may be profitable to require daily recitations in these topics alternately for two years. In addition to these, and to weekly rhetorical exercises and occasional lectures, the student will find ample scope for the expenditure of his mental energy in three studies; one in mathematics, one in science, and one in the allied topics of language and literature. Many schools introduce a greater number of topics by assigning to each a less number of recitations per week. The writer desires to say simply that the results of his own experience seem to show that a greater subdivision of labor than that indicated above results in the main in mental dissipation.

Algebra, plain and solid geometry, together with a careful review of arithmetic, may constitute as extended a course in mathematics as it is best to give. If the class is a mature one, trigonometry and surveying may be added. No uniformity in the order in which the different branches of science are introduced has obtained. If physical geography be taken first, an entire year should be assigned to it. Physiology, philosophy, chemistry, botany, zoölogy, geology, and astronomy may follow in the order named. Where the facilities for somewhat extended laboratory work are denied, it may be advisable to omit chemistry. Students preparing for higher schools may wisely omit both chemistry and geology. Two successive spring terms may profitably be assigned to botany. Sentential and word analysis, composition, rhetoric, literature, mental, moral, and political science may complete the English course.

What place, if any, should be assigned to the study of general history, I am not prepared to say. The outline of the world's affairs that can be compressed into the limit of a school history, is so shadowy, so unlike that strange interplay of principle and passion which makes the records of the race worth study, that one is tempted to inquire with the prophet "can these dry bones live?" Would not a few months devoted to the study of English history do more to stimulate a love of this noble science and leave a more valuable residuum for after years, than results now from the mere pretentious study of general history? To literature, if accompanied by a critical study of the masterpieces of the great authors, a year may be assigned. If this

study be presented with the warmth that springs from genuine appreciation of the delights of song and story, it may be made more prolific in moulding the tastes and in directing the activities of future years than any other in the course. If the study of a single foreign language be added to this curciculum, for many reasons Latin is the best. To teach the origin and primitive meaning of words seems to be the only road to that exactitude of expression without which language becomes pointless.

He who would make himself conversant with the "well of English undefiled," must study its fountains as they spring from Greek and Roman lore. But aside from etymological reasons, ample inducements for the study of these noble languages are found in the strange beauty of the literature that they embody.

The student that is preparing for the classical course in college, should begin the study of Latin and Greek, if possible, during the year in which he enters the High School.

However essential the correct placing of accentual marks may be, and whatever importance may be attached to the barbaric dissonance of Roman pronunciation, it is still true that men learn to read a language by reading it; that the detached facts of grammar slide easily from the memory; and that it is only when these facts have been warmed into an organic whole by wide and varied reading that they become parts of the mental outfit.

EDUCATIONAL MEETINGS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

Semi-Annual Session, held at Madison, Dec. 26-28, 1877.

WEDNESDAY EVENING, Dec. 26.

The Association convened at the Capitol, and was called to order by the President, James Mac Alister, of Milwaukee.

The session was opened with prayer by Prest. W. C. Whitford, of Milton.

Prest. Whitford presented a paper on "Our Country Schools."

[This paper, published by request of the Association, was printed in the January number.—*Edrs.*]

The reading of the paper was followed by a discussion.

Prof. Searing subscribed to all that had been said by Prest. Whitford, but was disappointed that no suggestions for a practical reform had been made. The

average country school is now worse than it was a quarter of a century ago, in New York. Teachers are less apt to teach now than then. This condition of affairs is partly brought about by the action of the graded schools in taking the best of the teachers from the country to the cities and villages.

How can these abuses be reformed? (1) He would have teachers' wages raised, to a large extent, by a state tax. (2) A stricter supervision must prevent the competition now existing between the good and the poor teachers.

Supt. Walker, of Manitowoc, thought that it was possible for county superintendents to get along without encouraging poor teachers and discouraging good ones, in issuing licenses to teach. Let no limited certificates be granted. There are none granted in Manitowoc county. There are only teachers enough to fill the schools in his county.

Mr. Reynolds, of New Lisbon, thought that the want of proper organization is largely responsible for our poor schools; that the schools are as good now as at any previous time; that the fault is in the old district system of organization; and that the township system will prove the true remedy. Mr. R. thinks that the crowding out of male teachers and substituting females, has also had a bad effect on the schools.

Mr. Westcott, of Racine, thought it a hard question, but that the schools are not so bad as they are said to be.

Asst. Supt. Pradt said we must look at the question as it is presented in Wisconsin; that the various nationalities, the isolation and individualism of our single districts, form an insurmountable barrier to efficient schools; that a town organization is essential to an adequate and general reform.

Mr. Shaw, of Madison, thought the higher studies an injury rather than a benefit to the schools. The curriculum must be cut down rather than extended.

Prest. Albee, of Oshkosh, said the management of the diverse nationalities in our schools was a difficult point in this question. The principle of democracy is not to be carried too far. The township system is the thing.

Mr. Emery, of Ft. Atkinson, thought it was a mistake that the township system was made permissory instead of obligatory when first enacted.

Supt. Searing approved the township system, but considered its adoption almost hopeless; where it has been tried it has not given entire satisfaction, in some cases.

Prest. Parker, of River Falls, said that legislation would never solve the problem. The work must begin farther down. There must be personal, persistent effort with the masses of the people. Let the superintendents, teachers, and institute conductors do this work.

Mr. Mac Alister, of Milwaukee, thought a committee should be appointed to present this question to the legislature.

Prest. Whitford said he wished to provoke discussion on the subject. He was an earnest friend of the township system, but was not sure it has been successful where tried. An educational basis for suffrage has been proposed, but is not feasible.

Mr. Mac Alister was appointed a committee to confer with the Governor in relation to a room for future sessions of the Association.

Adjourned.

THURSDAY MORNING, Dec. 27.

Prest. Mac Alister reported that it would not be possible to meet at present in either the Senate or the Assembly Chamber.

Mr. T. P. Maryatt, of Kenosha, read a paper on "The Question of Compulsory Education."

[This paper is the first article printed in this number.]

A discussion followed the reading of this paper.

Supt. Searing thought one of the most hopeful signs of the times is in the growing conviction of the people that an educational qualification for suffrage is necessary. The only objection to a compulsory law is the impossibility of enforcing it. Could it be executed, he would be in favor of such an enactment. As a matter of fact, there is no need in Wisconsin of a compulsory law, as nearly all the children of the state, at some time or other, obtain the instruction contemplated by the law.

Mr. Richardson, of Milwaukee, thought that as tax-payers are compelled to maintain public schools, they have a corresponding right to insist that all the children of the state be sent to school. An educational basis for suffrage is the great need of the country.

Mr. Emery asked how a compulsory law that could not be enforced in Michigan or New York would exert a great moral influence in South Carolina? He would like the gentlemen who are advocating such a measure to answer.

Mr. Hutchins, of Fond du Lac, was not in favor of a compulsory law, but would vote for any law that any teacher will draft, provided it be satisfactory to the author. He has never seen a teacher that could draft such a law. He thought the question of suffrage a political question, which teachers, as such, should not meddle with.

Mr. Clark thought that if schools are provided, education should be compulsory. He was willing to pay his taxes, if children are obliged to go to school.

Supt. Searing was sure the whole school system must be reorganized before any compulsory law could be successful.

Mr. Maryatt thought the laws already enacted have been too lenient.

Mr. Walker was not in favor of a suffrage limitation. He asked how a law can be effective, unless public sentiment will uphold it.

Mr. Walthers, of Milwaukee, said such a law is impossible, and strongly endorsed Supt. Searing. Voluntary association must diffuse public sentiment, and then there will be no necessity for compulsion.

Mr. Chandler, of Sun Prairie, said the people are not interested in the subject. He hoped all the points of the case would be well considered. The statistics of Wisconsin do not show whether or not an alarming illiteracy exists.

Mr. McGregor, of Platteville, thought that not much would be gained by such a law, considering the inefficient condition of the country schools spoken of by gentlemen in the debate on the condition of those schools. Teachers must do the work by personal effort. Opposes all such legislation.

The "Report on an Exhibitory Department for the Association" was submitted by O. S. Westcott, of Racine. The report favored the establishment of such a department, and contained a scheme for its organization.

After a spirited debate, participated in by Messrs. Salisbury, Westcott, MacAl-

ister, Whitford, Johnson, Parsons, Harvey, Albee, Charlton, Roby, and Bascom, the following resolution, presented by Mr. Thayer, of River Falls, was adopted:

Resolved, That the report on an Exhibitory Department for the Association be referred back to the committee for further consideration, to report at the summer meeting.

The committee was further instructed to prepare and place on exhibition at the summer meeting, such work as may be sent in by the different schools of the state.

Prest. Albee, in behalf of the committee on "Kindergarten Culture," stated that they had no report to make.

The discussion of this subject was made the first order for the evening session.

The president was instructed to pay the expenses of the Association for a place of meeting.

Adjourned to meet at the City Hall, at 7 P. M.

THURSDAY EVENING, Dec. 27.

The discussion on "Kindergarten Culture" was opened by Prest. Albee, of Oshkosh. He said the old system of education was to place a text-book in the child's hands. Only by learning to read could the child begin culture of mind. The training of the child-mind was supposed to be attained in no other way. Is this the one way — is it the right, the just way? The kindergarten system says that there is another and a better way — a method of mind-culture to be best carried on without a book. The difficulty in the system is that our teachers should understand child-nature. Were this philosophy of child-mind understood by our teachers, this would be the natural beginning of an individual's education.

Mr. Richardson, of Milwaukee, read a paper showing the ends and the means of kindergarten culture, and its adaptability to the public schools. Mr. R. was in favor of the introduction of the elements of the kindergarten in all our schools.

Mr. Walthers, of Milwaukee, gave some of his experience as a teacher of little children. He developed his ideas of this culture from the example of the children themselves. The system must be adapted to the masses.

Prest. Phelps, of Whitewater, read a paper on "The Relation of Normal Schools to the Common School System of the State."

[This paper is the second article in this number.]

Prest. Whitford and Prest. Phelps were requested to furnish a copy of their papers for publication in the Journal of Education.

The committee on "A State Tax for Schools" submitted the following report through Supt. Searing, chairman.

Your committee respectfully report as follows:

An inspection of our state system of public instruction shows the following facts:

(1) The income of the school fund is less than one-twelfth of the annual cost of the schools.

(2) That income has practically reached its maximum amount, and the sum annually distributed for each child of school age (now only 41 cents) must gradually grow less in the future, as the school population increases.

(3) The comparatively small amount of the fund is due to the same inconsiderate manner of selling the public school lands which deprived the university of an adequate endowment, while encouraging immigration to the sta e.

(4) The local taxation for the ordinary support of schools is enormously unequal, varying from 1 35-100 mills per dollar of the assessed value in Milwaukee, to ten or more per cent. in some of the newer portions of the state.

(5) In consequence, many schools in country districts are necessarily short in duration and poor in character.

(6) The state has no easy, economical and effective means of enforcing such requirements as the good of the school system may demand; — such a means as is found in the distribution of public money on conditions imposed by the Legislature.

(7) The greatly and unnecessarily unequal advantages of the schools are a source of weakness to the school system as a whole.

(8) The small amount of material aid given by the state, rendering oppressive to the people the support of the schools in its poorer and newer sections, tends to prevent its more rapid settlement, and is thereby an injury to the development and progress of the state as a whole.

In view of these facts, it is recommended that a general tax for common school purposes be imposed upon the property of the state in amount sufficient to yield annually at least as much as the income of the school fund.

It is believed that such an increase in the amount of money distributed to the schools, directly from the State Treasury, would considerably enhance their efficiency, proving a means of securing better teachers, greater equality in the length of school terms, better attendance, uniformity in books, and other conditions upon which the welfare of the school system and of the whole state largely depends.

The example and experience of many other states fully support the recommendation herein made, as is shown by the last three annual reports of the State Superintendent.

Ordered that discussion on the report be made the second order for to-morrow morning.

The President was instructed to invite Prof. Haskins, of the Northwestern Telegraph Company, to address the Association on the "Telephone."

Adjourned to meet in the Senate Chamber.

FRIDAY MORNING, Dec. 28.

Association met in the Senate Chamber.

Prof. Kerr presented a memorial address on the death of Prof. O. R. Smith, of Sparta.

[The memorial is the third article in this number.]

The thanks of the Association were tendered to Prof. Kerr, and a copy requested for publication.

On motion, the discussion on the subject of a State Tax was postponed.

Prof. Maryatt was asked to furnish a copy of his paper on Compulsory Education for publication in the Journal.

Mr. McGregor read the report of the committee on "The Study of Drawing in the Common Schools."

[This report is the fourth article in this number.]

Prof. Haskins, of Milwaukee, gave a lecture on "The Telephone," for which he received a vote of thanks from the Association.

A discussion followed on Mr. McGregor's paper on Drawing in the Public Schools.

Mr. MacAlister and Prest. Albee thought the paper the best ever presented before the Association on this subject.

Mr. Salisbury thought the teachers in the Institutes took great interest in the subject of drawing whenever it was properly presented.

Mr. Thayer has had an experience similar to that of Mr. Salisbury. He thinks that systematic work cannot be done in the common schools.

Mr. Parsons has found teachers using the suggestions given in the institutes.

Ordered that this paper with the other proceedings of the session be referred to the executive committee, which shall consider the advisability of publishing the same, and report to the Association.

Supt. Searing read the report of the committee on "A Course of Study for Mixed Schools," as follows:

The committee strongly favor the theory of a uniform course of study for the mixed schools. They see, however, many practical difficulties in the way of the successful adoption and use of such a course. Among these difficulties are:

(1) The varying lengths of school terms.
(2) Irregular attendance.
(3) The constant change of teachers.
(4) The independence of district boards, and their unfitness to co-operate in securing so large a reform.
(5) The absence of uniformity in books.
(6) The lack of permanence and authority in the supervising power.

While the committee recognize in these, great and embarassing obstacles, they, after careful reflection, do not consider them, individually or collectively, insuperable; and in view of the undeniable advantages of work uniform in amount, character and methods, they recommend that the experiment of a uniform course be fairly and thoroughly tried, under the general direction of the State Superintendent.

We recommend that the basis of such a course be the last July report of the committee on "Education for Good Citizenship;" that a committee be appointed to draft such a course; that the course be minute and specific, instead of general and indefinite; that the course contain a supplementary course, suited to schools containing advanced pupils who have successfully finished the previous course; that the Institute Committee print such course in the Institute Syllabus; that special efforts be made to explain and introduce such course through Institutes; the the State Superintendent prepare a circular embodying the course, with suitable comments and explanations.

The committee think no legislation is necessary for carrying out the plan.

Supt. Searing was most most decidedly in favor of trying the experiment of a course of study in all of the mixed schools of the state, and wished to be so entered on the record.

Prest. Whitford wished to hear from the superintendents of those counties where some system of study has been tried.

Mr. Walker was strongly in favor of the plan.

Mr. Parsons has established a course of study in Richland county, and finds it of great benefit to the schools.

Mr. Harvey asked how a county superintendent, with a whole county to supervise, could successfully put a course of study in operation, when it requires the whole time of a superintendent and a principal to do the same work in every town employing ten or a dozen teachers?

Mr. Emery thought we could not have much machinery, but could only group studies, and at stated times hold examinations.

Mr. Shaw thought there would be no great difficulty in persuading district boards to adopt a course of study, as they are already dissatisfied with the present lack of system. The fault is with the teachers who have no faith in the matterr. The grading can be done reasonably close. We must be satisfied to make small beginnings.

Prest. Bascom would leave each school perfectly free to act its pleasure in regard to the matter.

Mr. Chandler thought the whole merit of the system lay in the possibility of classification. The great diversity of work done makes the manner of its accomplishment inferior. This might do in Prest. Bascom's New England typical district school, but not in our Wisconsin school. He would have a course of study, and would not have one group of studies begun until the next preceding one was finished.

Prest. Phelps said but little can be done for the schools until they are classified. This is not altogether an experiment. In some counties of Illinois the scheme has been in successful operation. In Indiana it is not an experiment but a success.

Supt. Searing said that in New Hampshire such a course of study has been prepared and in operation for some years.

Mr. Lunn is in favor of a course that shall tell, in detail, what to teach in each course and how to teach it.

Prest. Albee thought the teacher would need a great deal of backbone to put such a course in operation.

The report of the committee was adopted.

A committee of five was authorized, with Prest. Whitford as its chairman, to draft such a course of study and to report to the Association at some future time.

Adjourned.

FRIDAY EVENING, Dec. 28.

President MacAlister called the Association to order at 7:45. In the absence of A. A. Miller, Secretary pro. tem., Geo. Skewes was appointed to note the minutes of the evening session.

Thn members of the "Committee to Prepare a Course of Study for Mixed Schools" were then appointed, as follows: W. C. Whitford, W. H. Chandler, R. Graham, W. A. Walker and and S. Shaw.

Prest. Phelps called attention to, and spoke briefly on the memorial which is to be presented to Congress in behalf of a "National Bureau of Education."

W. H. Chandler presented a paper on the "Supervision of Schools," which was discussed by Messrs. Marryatt, Shaw, Supt. Searing and Prest. Bascom.

Mr. Beach, of Beloit, read a paper on the "Functions of the High School in the State System of Fducation."

Supt. C A. Hutchins, of Fond du Lac, read a paper on the "Course of Study in High Schools."

[The three foregoing Papers are the three last in this issue.—*Edrs.*]

In the following discussion *Mr Howland* said he felt gratified to find that there was a variety of opinions on this subject, as he had had some doubts as to which of various methods should be pursued. He believed a more definite shaping of the High School course was necessary. There were strong reasons for favoring the thorough study of a few of the High School branches — so called — in preference to the taking up of many of them more superficially, though there were also some good reasons for doing the latter.

Prof. Lovewell was glad to see that the tendency to place on school curriculums fewer branches and do the work more thoroughly was on the gain, but thought it was not necessary that all schools should shape their courses alike; that what works well under some circumstances, should be changed in other conditions.

Mr. Harvey agreed with the paper in most respects, but would give more study to the English in preference to the Latin, in order to form a good English style for those who do not propose to take a classical course. He would not omit History, but teach it in a more natural and philosophical manner than bare chronology and detached facts. He would therefore make the English and scientific studies more prominent.

Mr. Westcott said if the High Schools were to fit students for college they must do so by the study of Greek and Latin. He would prefer to drop the study of Greek, but not the Latin. Would omit a part of Geometry, and take in place thereof Trigonometry and Mensuration. More Latin can be learned in two or three years than was generally supposed. If there were one-tenth as much grammar and ten times more reading, good results would follow.

Mr. Beach recommends having some of the natural sciences taught orally in some of the lower grades, and have the children taught to use their own powers of observation. He would be sorry to have either Greek or Latin omitted from the High School course. He would have the children begin the study of mathematics at a later age, and thinks as much would be accomplished in them if they were not taken up so soon by at least two years.

Mr. Kirk said that a course of study should be prepared without reference to fitting the scholars for any particular line of business. He believed in laying down a course that would fit for the highest citizenship.

Mr. Westcott thought that there was one branch not yet specifically named by any of the speakers, viz: Double Entry Book-keeping, which he would add to the course of study, and have taught orally by a competent teacher.

Further discussion by several gentlemen followed, on the propriety of studying Latin over German, and the value of studying the classical languages as a help to the student of mathematics.

Supt. Shaw suggested that the smaller High Schools ought to fit pupils for the Scientific course at the University; that the next higher schools might prepare pupils for two of the courses of study, and the larger city High Schools prepare their pupils for the three courses of the University.

Supt. Hutchins presented the following resolutions, which were unanimously adopted by the Association:

Resolved, That we recognize the Press as one of the chief means of intelli-

gence, and we hereby tender thanks to editors of state papers for cheerful aid rendered to the work of the Wisconsin Teachers' Association, and we feel especially grateful to the Wisconsin State Journal and to the Madison Democrat for the full reports of the proceedings of this meeting of the Association.

Resolved, That we gratefully acknowledge the courtesies extended by the hotels of Madison; by the Superintendent of Public Property at the Capitol; to Supt. Samuel Shaw and the City Clerk of Madison for procuring the City Hall for use of the Association; also for the reduction of rates of railroads, the Association tenders thanks to the following named railroad companies: Chicago & Forthwestern; West Wisconsin: Chicago, Milwaukee & St. Paul; Wisconsin Central; Wisconsin Valley; Milwaukee, Lake Shore and Western, and Sheboygan & Fond du Lac.

On motion of Prof. Salisbury, "Roberts' Rules of Order" was adopted by the Association as its parliamentary guide instead of "Cushing's Manual.

Supt. Shaw introduced the following resolution, which was adopted:

Resolved, That this convention recognizes with great satisfaction the recent departure of the Chicago Evening Journal in introducing into its columns a special department for educational news. We trust this example will soon be followed by the whole press of the country, irrespective of political preference.

Prof. Salisbury presented the report of the Executive Committe with reference to publishing the proceedings of the Association, and moved the following:

Resolved, That the President be empowered to make arrangements with the publishers of the Wisconsin Journal of Education for the publication of the proceedings of the Association, and the papers and reports ordered published, in a single number of the Journal, and to promise such compensation therefor as may be satisfactory to himself and them.

Adopted.

On motion of Supt. Shaw, the papers of Messrs. Hutchins and Chandler were ordered published in the proceedings of the Association.

Prof. Salisbury presented the following resolutions as being the sense of the Association, and moved their adoption.

The motion was warmly seconded with a few earnest words of commendation bp Prest. Phelps, Supt. Hutchins, Prest. Bascom and W. H. Chandler, and the resolutions were then unanimously adopted by a rising vote:

Resolved, That we, the members of the Wisconsin State Teachers' Association, desire to formally express our full confidence in the State Superintendent elect, Prest. Wm. C. Whitford, and our heartiest wishes for the success of his administration; and we do hereby pledge to him our heartiest co-operation in all agencies looking to the greater efficiency of the educational agencies of the state.

Resolved, That we would convey to the outgoing Superintendent, Hon. Edward Searing, now for four years our honored official leader, the assurance of our continued esteem and admiration for him as a man, an educator, and a public officer.

Resolved, That we wish to congratulate him in a particular manner upon the gratifying success of his administration, and to thank him for his conscientious and fearless devotion to the interests of education in Wisconsin.

Resolved, That we do hereby express our sincere wishes for his abundant future prosperity, private and professional, and our hope that he may long remain a co-laborer with us in the cause of sound education.

Supt. Searing made an appropriate response to this expression of the Association.

On motion, the Association adjourned to meet at the call of the Executive Committee.

A. A. MILLER, *Secretary*. JAMES MACALISTER, *Prest.*

EDITORIAL.

LAST month we visited the Deaf and Dumb Institute at Delavan. For sixteen years we had not seen this school in operation. We were received with the greatest cordiality by the principal, Prof. W. H. De Motte, and his interesting family. Every opportunity which could be desired, was given for the inspection of the grounds and buildings. Neatness, good order, and industry were exhibited everywhere. The location on the bluff just outside the village, and near Turtle Creek, is a very beautiful one; and the plat of ground in front of the main building is ornamented tastefully with evergreen trees and shrubbery. The barns, work shops, gymnasium, laundry, kitchen, engine house, cellars, recitation and study rooms, dormitory rooms, office, dining room, and parlors, were all examined.

We became greatly interested in the pupils and their class-work. These number one hundred and forty-three, about two-thirds boys. They, in the main, appeared active, intelligent, and healthy; with inquisitive eyes and contented faces; and respectful in deportment. For the first two years, they are taught chiefly words, phrases, and simple sentences. We witnessed the recitations of young men and young ladies who have been in the institution five and six years; and their exercises in History, Arithmetic, Grammar, Rhetoric, and Elementary Physics would do credit to the speaking pupils of the same age in our High Schools.

The teaching is necessarily very peculiar and laborious. It is, in many respects, unlike any instruction which we find in other schools. The majority of the teachers show very plainly the exhaustive nature of their work.

A small number of the mutes form a class in Articulation. As far as we could judge, they were succeeding well in learning to converse with their teacher and with strangers. A few boys and girls are learning type-setting. This trade has but lately been introduced, and proves specially adapted to the deaf and dumb.

We are under many obligations to Hon. D. G. Cheever, one of the trustees, for the invitation to accompany him on a visit to the institution, and for his services in the inspection of the school. We shall long remember the kindly treatmentment of the principal, and the evening's interview with the teachers of the institution and some of the citizens of Delavan in his reception room.

THE members of the Senate have discussed quite fully, in the past month, the comparative cost and merits of Worcester's and Webster's unabridged dictionaries.

After several references of the subject to committees, and after rejecting some amendments, they have finally voted to authorize the Superintendent of Public Instruction to purchase copies of Webster for the public schools of the state. The facts that a very large proportion of these schools have been supplied with this work in the last twenty years, that the teachers in our county institutes, normal schools, and the public schools themselves have been taught Webster's sys-

tem of marking the vowels and consonants, and that a portion of the material in Webster is more recent than that in Worcester, induced a majority of the Senate to retain the old standard, though at a higher price per copy.

The Assembly has concurred in the passage of the bill on this subject. The districts whose applications for the first supply of Webster's dictionary have been received in the past five months, will be waited upon as soon as the books can be obtained from the publishers.

Our State will be well represented at the Educational Exhibit at the Paris Exposition this year. Our contribution is placed in the hands of Hon. John D. Philbrick, the Superintendent of this Exhibit from the United States. A portion of our articles has been sent to him, and the balance will be forwarded within a week. These consist largely of the materials exhibited at the Centennial. Additions will be made by the state Department of Public Instruction, the State University, two of the Normal Schools, and the Milwaukee Public Schools. Most of our Educational Exhibit at Philadelphia prove to be the very articles desired at Paris. These are made up from the annual reports of the State and Municipal systems of schools, educational periodicals, histories of schools, catalogues of all institutions of instruction, educational maps of the state, examination papers of the scholars, and plans and views of our best school edifices. The Governor of the State has offered most generously to meet, from the Contingent Fund, the expenses incurred in the preparation of the new materials, and in the transit of the whole exhibit.

A Late visit to Oconomowoc gave us the opportunity to inspect the Public School of the place, and to address a large meeting of the citizens on the Needs of our Common Schoools. Prof. D. O. Hibbard is in charge of the school, and has five assistant teachers. We found them all very earnest in the securing a complete grading of the pupils, in establishing their school under the Free High School Law, and in eliciting a deep interest in their work from the pupils. The recitations which we witnessed in all the five departments, show excellent drill.

A new and commodious upright to the old school building has recently been erected. Hon. Wm. Thompson, an associate member of the Assembly in 1868, is the efficient clerk of the School Board.

Ex.-Supt Searing has just returned from a four weeks' trip to Northern Georgia. It has been a season of needed relaxation for him. He expresses himself as greatly pleased with his visit. He inspected the leading schools for the colored people in Tennessee and Georgia, and promises us an article giving his views of these schools for the April number of the Journal.

The Superintendent of Public Instruction has made arrangements to visit and speak before all the Spring Institutes, except those at Poy Sippi, Richland Center, and Pepin.

EDUCATIONAL NEWS.

THE following Board of Visitors at the State University this year have been appointed by the Regents of that institution:

For the State at Large.

Prof. S. S. Rockwood, Whitewater.
Hon. E. L. Brown, Waupaca.
Hon. J. Allen Barber, Lancaster.

For the Congressional Districts.

1st Dist., A. C. Fish, Esq., Racine.
2d Dist., Hon. W. W. Reed, M. D., Jefferson.
3d Dist., George W. Eastman, M. D., Platteville.
4th Dist., —— ——.
5th Dist., Wm. Elwell, Esq., Sheboygan.
6th Dist., —— ——.
7th Dist, Hon. M. P. Wing, La Crosse.
8th Dis.t, Gen. John A. Kellogg, Wausau.

Two members of this Board, Prof. S. S. Rockwood and A. C. Fish, Esq., have already visited the University individually, as requested by the Regents. They will also attend the annual examinations at the close of the spring term.

The following Regents were appointed a committee to assist the Board of Visitors:—Hon. W. C. Whitford, Hon. W. E. Carter, and Hon. E. W. Keyes.

THE STATE BOARD OF EXAMINERS for teachers' state certificates, for the current year, have been appointed by the state superintendent. They are Prof. Albert Salisbury, of the Whitewater Normal School, Prof. Stephen H. Carpenter, of the State University, and Geo. W. Peckham, of the Milwaukee Public Schools. The annual examination will be held at Madison, in the second week in August next. Circulars, giving the particulars, will soon be issued. Chemistry will be dropped from the list of studies, as suggested by the board in their report, last year.

FIFTY high schools, in this state, are not organized under the free high school law. They are each entitled, the same as a free high school, to one complete copy of the geological report of the state. A list of these schools has been placed in the hands of the governor, who attends to the distribution of this report; and those which have not yet been supplied with a copy of the second volume of the report and its accompanying atlas, will doubtless be furnished it in a short time. The other volumes will be forwarded when issued.

THE Legislature has passed three bills which give the State Superintendent full authority to revise and simplify the forms of the annual reports made by district clerks, town clerks, and county superintendents,

THE Senate have voted with only two dissenting voices in favor of amending the constitution of the state so that the school age of children shall be from six to twenty-one years, instead of four to twenty.

AS A RULE, the counties in which the regular conductors hold institutes this spring, will not receive the same assistance next summer and fall.

SPRING INSTITUTES.

County.	*Place.*	*Time.*	*Duration.*	*Conductor.*
Waupaca	New London	March 18	2 weeks	Prof. Graham.
Outagamie	Appleton	April 1	2 weeks	Prof. Graham.
Waushara	Poy Sippi	April 15	2 weeks	Prof, Graham.
Rock (1st dist.)	Footville	March 18	1 week	Prof. McGregor.
Dane (2d dist.)	Mazomanie	March 25	1 week	Prof. McGregor.
Dane (1st dist.)	Stoughton	April 1	1 week	Prof. McGregor.
Richland	Richland Center	April 8	1 week	Prof. McGregor.
Crawford	Wauzeka	April 15	1 week	Prof McGregor.
Green	Brodhead	April 22	2 weeks	Prof. McGregor.
Portage	Plover	March 18	1 week	Prof. Salisbury.
Sauk	Delton	March 25	1 week	Prof. Salisbury.
Columbia	Portage	April 1	1 week	Prof. Salisbury.
Waukesha	Waukesha	April 8	1 week	Prof. Salisbury.
Washington	Hartford	April 22	1 week	Prof. Salisbury.
St. Croix	Hammond	March 11	1 week	Prof. Thayer.
Monroe	Kendall	March 18	1 week	Prof. Thayer.
Eau Claire	Augusta	April 1	1 week	Prof. Thayer.
Wood	Grand Rapids	April 8	1 week	Prof. Thayer.
Vernon	Hillsborough	April 15	1 week	Prof. Thayer.
Pepin	Pépin	April 22	1 week	Prof. Thayer.

W. C. WHITFORD,
W. H. CHANDLER,
W. E. SMITH,
Institute Committee.

Madison, Wis., February 13, 1878.

NEW PUBLICATIONS.

MITCHELL'S NEW GENERAL ATLAS OF THE WORLD, FOR 1878. Philadelphia: S. Augustus Mitchell.

This fine Atlas, which contains 83 double and single page maps, and 57 plans of cities, etc., is a royal quarto volume, engraved, printed, colored, and bound in an elegant manner. Evidently no pains or expense has been spared to make it a complete General Atlas, and it is furnished at a very low price. The present edition embraces many new and important additions, including several new and handsome maps of the eastern and western states, which for beauty of finish and accuracy of detail cannot be excelled. A new and interesting feature is the introduction of a new and correct map showing the Thirteen Original

Colonies, with the date of settlement, population of each colony in 1776, number of troops furnished by each duriug the Revolution, important battles fought, together with the population of the leading cities of the Colonies at that time. An entirely new Reference Table, giving the names of cities, towns, and villages in the United States, with their location, is included in the present edition. Ancient and Biblical Maps, of much interest to Bible students, have likewise been added. Among the subordinate features are a list of post offices of the U. S.; the population of the different states and territories by counties, for 1860 and 1870, and the population of the different nations and chief cities of the world; water and land routes, with distances all over the world, together with a treatise on the mountains and rivers of the earth. This Atlas is sold only by subscription, by regularly authorized agents, and cannot be procured from booksellers. Though published in Philadelphia, there is a branch office in the National Life Building, 157 and 159 La Salle street (room 5), Chicago, Ills., and letters may be addressed to S. Augustus Mitchell, P. O. Box 165, Chicago.

NOTES.

We thank our correspondents for numerous expressions of approval called forth by the January and February numbers. In the April issue, we shall aim to give again an attractive variety. As we have a new mailing-book and a new mailing-clerk, some mistakes may have occurred. We would thank subscribers who have failed to receive all their numbers, or who may possibly have received a "bill" for subscriptions already paid, to inform us, that the mistake may be rectified. We thank those who have remitted in advance, or on receipt of bill. We ask once more that our friends will make a little extra effort to aid us in keeping up and extending the circulation of the JOURNAL. We can supply the numbers from the beginning of the year.

IN carrying out the will of the Association, that the papers and proceedings of the semi-annual meeting be issued in one number of the JOURNAL, we are obliged not only to print a number of unusual size, but to exclude nearly every thing else from it. It will be convenient for preservation, and for reference. Extra copies will be furnished at 12½ cents each. The series of papers is very valuable.

As postage stamps are not currency, it is an inconvenience to us to receive subscriptions in that way. A dime or two folded in a bit of paper can be sent in a letter. We do object to silver, if paper is not to be had!

A CAREFUL examination shows 934 towns, cities, and incorporated villages in the state. Of these 40 are cities.

The whole number of students, last year, in our normal schools was 1,818. Of these 1,135 were enrolled in the normal department.

THE average wages of the male teachers in our cities were increased last year, while those of the female teachers were considerably decreased.

J. W. WIGHTMAN, superintendent of Juneau county, reports the schools which he has visited in his county, as being in a progressive condition.

MISS B. M. CLAPP, the new superintendent of schools in St. Croix county, is mentioned in the local papers as giving entire satisfaction in her work.

WASHINGTON'S birthday was appropriately celebrated with public exercises of the faculty and the students in the normal schools at Whitewater and River Falls.

F. B. LEE, of Ahnapee, Kewaunee county, leaves the work of teaching to study medicine. He will still retain his deep interest in the public schools of his section of the state.

THE high school at Two Rivers, under the charge of Prof. Powers, is represented as very prosperous. The attendance has grown so rapidly that additional teachers will be engaged by the next term.

SEVERAL of the county superintendents have notified the teachers that they must attain an average standing of 70 per cent. at the spring examinations in order to obtain a third grade certificate.

MAJOR S. S. ROCKWOOD, of the Whitewater Normal School, lately lectured at Geneva Lake, on "The New Man." The local paper commends the effort very highly. Having heard the major discuss this theme on two occasions, we can speak of his lecture as original, suggestive, and entertaining.

THE students of Milton College have organized an association for the publication of a monthly called the College Journal. Samuel Plantz and W. E. Hemphill have been chosen editors, and Ira Flagler the local, and C. M. Morse the business manager. The first number will be issued the middle of this month.

THE total revenue for the public schools of this state, last year, was $2,281,423.15. The total income for the state university was $89,-878.89. The productive fund for the support of our normal schools lacks about $15,000 of being one million of dollars. The total income for the four normal schools, last year, was $84,726.16.

QUITE a large number of the newspapers in this state are doing an invaluable service to the schools in the weekly publication of educational items, especially those which have a local interest to teachers, pupils, and school officers. The time is very brief when this practice will become universal. As far as we have observed, this work is managed with great discretion.

WE regret to learn that the health of Prof. S. M. Leete is not improving. He was compelled, on account of illness, to resign his office of superintendent of schools in La Crosse county, last January. He sought, at once, to invigorate his feeble body in the warmer climate of Florida; but letters from him show that he is losing his strength, and that he is now unable to make a journey to his home.

A GRADUATE of Milton College in 1875 is now attending the German universities. Last year, he was at Gottingen; this year, he is at Halle. He describes the furniture of these great universities as very simple. "The desks here, in Halle, consist of planks about a foot wide, which extend clear across the room, leaving only a narrow passage at each side of the room. The seats, like the desks, are simple planks extending across the room."

THE First Intermediate Department of the Industrial School has formed a society, named, in honor of His Excellency, the Governor, the "Smith Society." The rules are intended "to make this department the best in Waukesha."

THE principal at Downsville, Dunn county, Mr. Walter McNeel, writes us:

We have here a good school of two departments in a new scool house, built after a plan recommended by the State Superintendent. The district, at a special school meeting, adopted the free text-book plan, and our new books, with our excellent wall maps, globe, charts, etc., make our school rooms well furnished.

WE are pleased to learn that the staff-ruled writing books of Prof. J. D. Bond, of the public schools of St. Paul, Minn., are being introduced by many teachers of Iowa into their schools; and that they are speaking of them in high praise. We lately examined the writing exercises of the pup ls of a school in this state where Prof. Bond's system has been in use for three years, and it has had an excellent effect in that school. His books are used, also, by institute conductors in some states besides Wisconsin.

PROF. LELON A. DOOLITTLE was engaged last summer to take the charge of the public schools at Neillsville, Clark county. He has since established regular teachers' meetings each week; and induced the school board to adopt a uniform set of text-books, and to introduce them at reduced cost. Reference books have been procured for the high school department. The teachers have subscribed for educational journals. The local paper contains monthly reports of the schools.

SMITH ROBERTSON, Esq., of Eau Claire, was county superintendent of schools in Tompkins county, New York, from 1843-47. Under his supervision was held the series of Teachers' Institutes, which have become famous in the educational history of this country. His predecessor, J. S. Denman, organized at Ithaca, in the spring of 1843, the first one of this series, and the first of the kind, in all probability, ever held in any country. Largely, through these institutes, Mr. Robertson raised the qualifications of the teachers and the condition of the common schools of his county to a high grade. It would be interesting to trace the close connection between these institutes and the improved schools on the one hand, and the founding and growth of the Cornell University in this county on the other.

THE "New Books for Grammar Schools and Academies," advertised below, will be found meritorious. They meet a want not provided for in the ordinary text-books — the wants of pupils intermediate between the lower and high school grades, and in the higher classes in our better ungraded country schools.

SUPT. ROBY, of La Crosse, writes that the enrollment of the schools of that city, for January, was 1,610, the cases of tardiness were 18, and the percentage of attendance was 96 24-45. For February, the enrollment was 1,629, cases of tardiness, 22, and the attendance, 94 54. What other school can make as good a showing?

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WISCONSIN

JOURNAL OF EDUCATION.

VOL. VIII. APRIL, 1878. NO. IV.

BELOIT COLLEGE.

It will be 30 years in May since Messrs. J. J. Bushnell and J. Emerson were elected the first Professors of Beloit College.

In August, 1844, a convention of about 60 ministers and delegates of churches, which met in Beloit, had resolved "That the exigencies of Wisconsin and northern Illinois require that those sections should unite in establishing a College and a Female Seminary of the highest order in locations near the state line." Beloit was subsequently selected as the location for the College, and Rockford, Ill., for the Female Seminary. On the 24th of June, 1847, the corner stone of the first College building was laid. In October of the same year, a Freshman class of five was formed. In May, 1848, the newly elected professors began their work at the foundations. Rev. A. L. Chapin was elected president in November, 1849, and entered upon the duties of the office in February, 1850. The first class was graduated in July, 1851. Since then a regular succession of classes has been kept up.

Five years ago, Prof. Bushnell died after many years of untiring and most successful work, and an utterly unselfish devotion to the interests of the College. His memory will be always one of the precious things in its history.

Prof. Emerson and the President have seen 27 classes graduate, containing 246 young men; an average of 9 to a class. More than 550 have been members of the College for a longer or shorter time; of whom about 50 graduated elsewhere. The Preparatory Department has had during the same time 2,252 members. If we add to these

numbers those who have been members of the Female Seminary at Rockford, which we almost call the Female Department of the College, we shall have a total of more than 6,000. As one of the results of these 30 years of College work, we count already 1,000 years of work done in the Christian ministry by those who have received a part of their training here. That work has been done by 125 men, in 13 different languages, in 500 places, in 28 of the states and territories of the United States, in Canada, Mexico, England, Bulgaria, Turkey in Asia, India, Japan, China, and the Sandwich Islands. We cannot so readily tell the number of years of work done in the other professions of the law, medicine, teaching, and journalism by those who have been members of the College. The record is altogether an honorable one, and abundantly testifies to the quality and amount of the work done by them, and for them, in connection with the institution.

The last catalogue shows that there have been 69 members of the College, and 106 members of the Preparatory School during the past year. The requirements for admission to College have recently been somewhat advanced. For the Freshman Class in the Classical Course, they are Geography, English Grammar, Arithmetic with the Metric System, Algebra (Loomis's Treatise to Arithmetical Progression), four books of Loomis's Geometry, History of the United States, Smith's smaller Histories of Greece and Rome, Allen and Greenough's or Harkness's Latin Grammar, Sallust or four books of Cæsar's Gallic War, six books of the Aenied and the Eclogues of Virgil, seven Orations of Cicero, and part first of Allen and Greenough's, or eighty lessons of Harkness's Latin Composition; in Hadley's, Goodwin's, or Crosby's Greek Grammar, four books of Xenophon's Anabasis, two books of Homer, and Jones's or thirty sections of Arnold's Greek Prose Composition. For the Freshman Class in the Philosophical Course, the requirements are all of the English branches named for the Classical Course, the Mathematics of the Freshman year, elementary Botany, Chemistry, Physiology, Natural Philosophy, Zoology, and Geology, and Latin Grammar and five books of Cæsar's Commentaries. The Philosophical Course, which we consider as equivalent in extent to the Classical Course, calls for one year each of Greek and Latin, and, in addition to the German, Mathematics, Science, History, English Literature, and Philosophy of the Classical Course, two terms each of German and French, and one term each of Crystallography, Chemistry, Botany, Mineralogy, and Geology. In the Preparatory School, two parallel courses of study are defined, which occupy three years,

and are adapted to meet the requisitions for admission to the two courses of the College.

The college grounds contain 24 acres, on which stand six college buildings. Of these we may say at least that they quite well serve our present most pressing needs. The library contains 9,000 volumes. It has funds amounting to about $20,000, providing so far for increase in certain departments.

The *Round Table and Beloit Monthly*, conducted by the students, is now in its twenty-fourth year, and is in age the second college magazine now in existence in the country. The Gymnasium furnishes facilities for the physical exercise of the students, who are required to attend the drill a half hour a day for four days in the week. Of this physical culture, Prof. Whitney, president of the Gymnasium Association says, "It strengthens the muscles, straightens the carriage, enlarges the chest, helps the digestion, resists the tendency to sedentary habits, and clears the mind. It has been observed to increase the student's ease in gesture, to accustom him to promptness in obeying orders, to diminish his disposition to mischief, and to reduce the amount of sickness. In connection with the breathings and vocal drill, it strengthens the lungs and improves the purity, range, and flexibility of the voice."

The aim of the founders of the College was, as wisely as possible, to adapt the leading ideas and features of the best New England colleges to the fresh life and swift growth of the West. So the object was defined to be, to provide for the thorough, liberal, Christian education of young men; education being understood to mean chiefly a self-development of the individual under training to a true self-possession and command of his best faculties. The course of study was thus arranged for discipline even more than for instruction; though both are included. Under the conviction that positive principles of religious faith are essential to right thought as well as to right life, the institution is intended to be a religious College — not denominational, but distinctly and earnestly evangelical.

The work of laying the foundations, and building up the College thus far, has all been done under the grievous disabilities and discouragements of limited means, at the cost of much hard work and some self-denial. And yet it has been work which it was an unceasing joy to have a share in, for we have never doubted that we were building for the Master and for many generations.

Beloit. W. PORTER.

A UNIFORM COURSE OF INSTRUCTION FOR THE CITIES OF THE STATE.

(Published by request of the Convention of Superintendents, held at Madison, December 27 and 28, 1877.)

Attention has been so frequently called to the lack of uniformity in the school work of the different city and village schools of the state, and to the consequent disadvantages, inconveniences, and embarrassments arising therefrom, that the subject has often been thought worthy the consideration of teachers and superintendents. There is a large class of people constantly changing their place of residence within the borders of our state. The children of this class suffer materially because of the wide difference in the grading of the different schools they are obliged to attend. After a pupil has labored faithfully for some time in accordance with the prescribed course of study in one city, circumstances compel his parents to remove to another part of the state. The child applies to the superintendent for admission to the schools at his new place of abode. He is found to be fully prepared for a certain grade, perhaps in reading and spelling, but he is hopelessly behind in arithmetic. He may possibly be able to do the work in geography, but has never seen a grammar or a work on language, while the grade he wishes to enter and which he would otherwise be able to enter has had a good deal of work in language. The pupil is unable to enter this grade and is placed in a lower one, though at the same time well prepared for a much higher grade in other branches.

I doubt not this is the experience of every city superintendent in the state. There is scarcely a grade in the public schools of La Crosse that has not received pupils from other cities well prepared for even a higher grade in some branches, but comparatively ignorant of other branches required. All will agree that this is a great misfortune to this class of children, as they are constantly retarded in their advancement. Some of the large cities like Boston and Chicago have endeavored to mitigate this evil by providing a mixed school in which this class together with other unfortunates are placed, and where they receive some measure of attention, but experience shows that their advancement is of the most sluggish character. In fact these schools are intended more for the relief of the other and better graded schools than for the benefit of the individual pupil. Besides, in smaller cities this plan would not operate as well as in the larger ones. For these and for other reasons it seems to me that a uniform course of instruc-

tion is very desirable, and concerning the feasibility and practicability of such a course there can be no question. The arguments which have been advanced against the adoption and enforcement of a uniform course in the country schools do not hold good when applied to city schools, for in the latter the enforcement of such a course would be easily accomplished, and the objections, viz.: That the different degrees of advancement, the peculiarities and requirements of the different sections of the state, would preclude the possibility of such a course, can have little or no weight. These objections might hold good if applied to different nations, or possibly if applied to different sections of a country, as for example, the northern and southern sections; but in a single state, or in adjacent states having substantially the same conditions as regards population, social and political characteristics, etc., is it not reasonable to conclude that a good degree of uniformity of school work can be maintained?

By a uniform course it must not be inferred that a uniformity of all the details of a course is intended. There should be sufficient margin left for the accommodation of every section. For instance, in a city with a large German population it might be proper and desirable to add the study of German, while another place might as profitably add other branches. Every city should be free to say how much or how little of music, drawing, etc., it will teach in its public schools; but all can agree upon a course which shall include those branches which are indispensable and which are prescribed by law. A uniform length of time for both the high school course and the subordinate course is a condition precedent to adjusting the course itself. It seems to me, after considerable observation, that the amount of time to be spent in well graded schools prior to entering the high school should not vary much from eight years. With this allowance of time in the elementary schools, pupils enter the high school at an average age of from 14 years to 15 years. The length of the high school course should not be less than four years. This would allow the pupil to graduate from the high school and enter college, or engage in active business at an average age of from 18 years to 19 years. This is a close approximation to the present arrangement in a majority of the cities of the state, and who will say that at this age the high school course is not completed as early as is desirable?

With the time to be covered by the courses fixed, one of the most important steps is taken. Now let the amount of work for each grade be agreed upon, and sufficient uniformity for all practical pur-

poses is secured. Knowing the work of each grade for the year, it would be an easy task to specify the work of each term. No state uniformity of text-books will be necessary. Let the course in arithmetic, for example, be arranged by subjects. In like manner, arrange the course in geography, grammar, history, etc., and the text-books used cannot be a question material to the object sought. Only those branches which are fundamental and which will be beneficial to the pupil in gaining a livelihood, should be considered in such a course. I think it is conceded that many schools attempt to teach too much, and the result is a superficiality in pupils which frequently reflects discredit upon our public school system. A more specific division of work for the elementary schools is not necessary at this time, as their work is necessarily confined to the common branches.

The high school should commence its work where the grammar school ceases. There should be no missing link. Those branches necessary for a moderately liberal education should constitute the high school course. At the same time those who desire it should have an opportunity to prepare for college. A uniform course for the high schools should contain, at all events, a thorough course of English and mathematical study. English grammar and composition, rhetoric, perhaps Latin or German, and all that will aid in obtaining a correct, fluent, and eloquent style of writing and speaking, should be provided. The mathematical course should provide all the theory necessary to a full and clear understanding of mathematical applications, but theory should not be allowed to supplant practice. Practical arithmetic and book-keeping should go hand in hand; not that any school aside from the actual counting-room is expected to produce a full-fledged and competent book-keeper, for this is impossible, but simply to give the pupil some practical knowledge of commercial terms and calculations, and that his services on leaving the high school may be more valuable to himself and others.

No time should be squandered in idle experiments, either in mathematical or philological study. It is a common complaint that high school courses are not practical enough; that they contain too much blossom and not enough root, and that high school training is at best superficial. Some go so far as to state that the high school culture of the present day unfits young people for the ordinary business of life, as it teaches them to appreciate themselves beyond their actual merits, and to conclude that they are too good to labor in any but the more exalted positions, and we confess there are too many cases that

lend a showing of plausibility to these statements; but the fact is, there exists a wide difference in the work of the high schools of the state, and while some have symptoms of the above named disorders, others have not. If some would eliminate the Latin, and especially the Greek, mental science, and other theoretical studies, and allow history, civil government, natural science, and the more practical branches to form the substance of the course, the cause of this complaint would be, to a large extent, removed. Many of our best educators are unable to see just how a student, by studying Greek, grows proficient in mathematics, and yet we are often told that this is the result of a classical course, and that the latter furnishes the almost indispensable discipline for the pursuit of mathematical and scientific studies.

But passing this, I think it will be conceded that many of our high schools are not practical; that they do not teach what the masses require; that too many are wasting their substance in endeavoring to transform the high school into a classical seminary and school of fine arts, or in plain English, "they are putting the cart before the horse." Now, it is possible to adopt a *uniform* course for these schools which will secure a more useful education. When this is done, much will be accomplished for the cause of education. It will set forward the movement to connect the higher instruction of the university directly with high school instruction, which movement will be further advanced when the former abandons its practice of requiring a knowledge of Greek as a condition of entering any of its classes. The free high school law points in the right direction, but stops very much short of attaining the uniformity necessary, as a uniform course should be made to reach the lower grades as well as the higher.

The good resulting from a uniformity of work in the public schools of La Crosse is quite perceptible. The uniformity of work in the different ward schools is such that at present a single set of questions each month is used in the examination of all schools of corresponding grade. The effect is, there exists more of a community of feeling among teachers, more competition, enterprise, and life in the work throughout. A child moving from one ward to another does not lose his grade, but works with as much advantage and profit as if nothing unusual had happened. What is true of the different wards of a city in this respect is true to a very large extent, when applied to the different cities of the state. If adopted in the cities, it would in time

find its way throughout the smaller towns and possibly the country schools, and eventually our school work would acquire much more utility and force by conforming to a fixed and better standard. We could then mark a material advance in education. A pupil would know his rank or standing in any city within the state. He could then advance as his circumstances would permit, and would not lose his grade by a change of residence. Arguments might be multiplied in support of this scheme, but I close hoping that the subject will receive further and favorable consideration.

La Crosse, Wis., Dec. 24, 1877. C. W. ROBY.

THE RESPONSIBILITY OF DISTRICTS AND DISTRICT BOARDS.

As a district school teacher, I was pained at the state of things described in the first three articles in the January number of the JOURNAL. I have asked myself if the statements made were true, and the conclusions correctly drawn, and I have been forced, by my own experience and observation, to believe that in the main they are true. But I think the blame has hardly been placed upon the proper shoulders, and I am certain that the most efficient means of remedying the evils were little more than hinted at in the articles referred to.

The school is what the district makes it, in a larger and truer sense than it is what the teacher makes it. Upon the district, therefore, and upon the district board rests the primary responsibility of making the school a good one. Did you ever know a poor school where the whole district were anxious for a good one, and where the district board did their duty? I never did. Ask a superintendent where he finds the poorest schools, and, as a rule, he will tell you that he finds them in those places where no care of the district is manifest in the school-house or its appointments, unless it be a painfully evident care not to spend a cent more than can be avoided.

I apprehend that the state of things existing in many districts is little dreamed of by our city and high-school instructors. The transition from the school-buildings of a city or village, to many of our district school-houses, is, as urged by Superintendent Whitford, the transition from a palace to a hovel. In the midst of a beautiful farming region in one of the wealthiest towns in one of our southern counties, there stands a log school-house built some twenty or more

years ago. It was covered with clap-boards many years since, but they are off in places, by the ravages of time, and are marred in others by the jack-knives of a multitude of scholars. Within it is ceiled up to the height of about five feet, and above that are the bare logs, covered, in places, with tattered remnants of discolored wall paper. The seats are ranged around the outside of the room upon a platform about six inches high. The stove, a relic of uncertain antiquity, was placed near the center of the room, the pipe running back directly over the teacher's desk, and roasting that unlucky person's head pretty effectually, could he endure sitting under it for any length of time. The door was without a latch, and could be fastened only by a padlock from the outside, or by a board braced against it from within. There were no maps or charts, because there was no place upon the walls above the scholar's heads to hang them. The only apparatus consisted of a pail, a dipper, and a wash-basin. This building stood upon a corner, unfenced, and with out-buildings in the last stages of dilapidation. Within sight were at least half a dozen magnificent barns belonging to well-to-do farmers, who would have felt scandalized to have seen their horses occupying such quarters as they had provided for their children.

This is not a mere fancy picture, but is such a picture as was impressed upon my mind every day, and many times in a day, during an entire winter. Neither is this an exceptional case. I know of other houses in the same, and other vicinities, nearly as bad, and in some particulars even worse.

Such a state of things is exceedingly uncongenial and depressing upon the minds both of scholars and teachers. But where does the responsibilty rest? Upon the district, certainly. They are responsible directly for the buildings and appliances, and indirectly for wasted time, blunted sensibilities, and unsatisfactory results; for it is absolutely a struggle against fate, for a teacher to do justice to himself or his scholars amidst such surroundings.

We are apt to lay any number of faults upon teachers, that, in reality, are chargeable directly to district boards. To a young teacher, particularly, would the advice and suggestions of a conscientious district board be invaluable, but in this matter of supervision, we find a negligence on the part of these officers which is little less than criminal. A cursory examination of half a day or less, once during a term, is the supervision of the average district officer, and means little more to him than the performance of a disagreeable duty. I

do not mean that the district board should do the work in disciplining and governing the school that the teacher is hired to do, but the teacher should have, in all cases, their active and hearty co-operation.

There is another matter which I believe is more directly chargeable to districts and district boards than is usually supposed; that is, incompetence among teachers. The responsibility for this is indirect of course, but is none the less certain. The disposition to hire cheap teachers, and from narrow and stingy notions of mistaken economy, to reduce to the lowest possible limit the expenses of maintaining the schools, is the cause of the larger portion of the dissatisfaction just now so strikingly manifest among our educators. Said an intelligent and educated commercial traveler to me recently, "You teachers are not getting the wages you should have. If you would spend the same time in preparing yourselves to enter our ranks, and bring into them the same amount of training and natural capability which a reasonably successful teacher must carry into his profession, you could easily command twice the salary you now receive." These remarks I believe to be true.

But what do we find to be the case in our state at large, or in our own particular county? We see district boards perfectly willing to put up with a teacher so long as he can induce the superintendent to give him a "license"; a thing which a prominent institute conductor characterized as a "certificate of disqualification." What is the effect of this? Simply to put a premium upon incompetence. This is seriously deplored by teachers who value the reputation of their profession, and are striving to elevate themselves. Incompetence among teachers may be charged not only to superintendents, but to the teachers themselves; but if districts would refuse to accept such teachers, they would immediately be forced to retire from the business, and leave room for those really competent, or they would elevate themselves to the required standard.

It may be urged that to the county superintendent belongs the duty of supervising our schools, but the law makes that duty equally binding on the district officers; besides, the limited time at his disposal, and the large range of country over which he must travel, render a thorough supervision utterly impracticable. His visits must necessarily be brief. The superintendent who visits three schools a day, can get little idea of their management. The restraint of his presence upon both teacher and pupils will in many cases act unfavorably. With the district board the case is different. In most cases

they have plenty of time at their disposal, and, as a rule, their presence in the school-room would be less embarrassing. By means of frequent visits to the school, and actual daily contact with the teacher and scholars, they would soon arrive at a just conclusion concerning the condition of their school.

It is in urging upon districts and district officers a sense of their responsibility in this matter, that there seems to me to be the most promising opening for missionary work in the direction of elevating our common schools. Their attention should be earnestly called to this matter, and the wrongs which by their carelessness or indifference they inflict, should be pointed out to them. Let us then agitate the subject thoroughly. Let each teacher and superintendent constitute himself a committee of one, to point out to parents and district officers the way in which the efficiency and value of our common schools may be increased, and I have faith enough in the clear-sightedness and sagacity of the average American citizen to believe that within five years we shall have far less reason to complain of the condition of the district school at the cross-roads. B.

PENMANSHIP — HOW TO SECURE IT IN OUR COMMON SCHOOLS.

Since the general adoption of the system of cheap postage by the enlightened governments of the world, the inability to *write* is felt to be a misfortune only less to be deplored than the inability to speak, and the failure on the part of teachers, under ordinary circumstances, to make *all* the scholars, remaining in school until they are 12 or 14 years of age, able to write a good plain hand is justly held to be little less than a crime. The obstacles in the way of accomplishing this being so few, the material necessary being so easily obtained, and the effect upon the discipline of the school and upon the other branches of study so salutary, there is no excuse for the teacher who fails to accomplish it.

As a large experience, and I may add a successful experience, convinces me that the proper time to commence the practice of penmanship is just the first time the pupil enters school, I shall first treat of the method of handling this branch with primary scholars.

The first requisite in order to success in teaching penmanship is that the teacher know the proper forms of the letters — know them

so that he can point out specifically any defect in them, and that he can make them with a very good degree of accuracy upon the black-board. This any teacher, with a proper share of *grit and gumption*, can do in a few weeks by studying the 25 cent edition of the *Spencerian System of Penmanship*, and practicing on the black-board one hour before school in the morning, and half an hour after school in the evening. A teacher who is unwilling to take this pains to fit himself for his work, should have his resignation accepted at once by the district board and county superintendent. The next is that every scholar be provided with a slate and pencil, and that they all practice the same copy every day at the same time, and continue on the one copy for at least one week, when the majority will have shown a very decided improvement. The bane of our teaching in this branch (where there is any pretence of teaching) is the lack of uniformity, of unison, and of persistence, each writing or not writing what and when, according to his own sweet will.

I purposely omit saying anything of charts, because they are seldom found in our common schools, and when found are seldom taken care of, because they have a great tendency to foster laziness on the part of the teacher, and because the scholars are much more interested by seeing the letters *grow* under the hand of the teacher as they are presented to the class.

Let the teacher standing before a *clean, clear* black-board have the attention of the whole class, while he makes thereon a horizontal, a vertical, and an oblique straight line. He may also put curved lines in the same three positions, and ask the scholars what these are. The answers will be *marks, strokes, lines.* The teacher will accept and adopt the appropriate term. Drawing their attention to two of these, say the horizontal and oblique straight lines, ask them to tell the difference between them. The answer will be the one (the horizontal) is straight and the other is — not. Holding a ruler or pointer in a horizontal direction before them, ask if it is straight. The answer will be *yes.* Allowing your ruler to drop into an oblique position ask if it is still straight. And so of it in a vertical position. They will at once see that its straightness is not affected by its position, although their vocabulary may be insufficient to note the different directions or positions. *Here is a legitimate place for supplying them with new terms, they perceiving the new ideas.* Pointing alternately to the straight lines in each of the three positions, have the whole class (and each individual) name them as *horizontal, oblique* or *vertical,* as the

case may be. This, that they may understand the terms used by you, else in the language of Paul, "you talk in an unknown tongue and are a barbarian to them," which no teacher should be.

Institute a comparison also between a horizontal straight line and a horizontal curve line. The curve they will be apt to call a crooked line, which, of course, you will correct and illustrate by putting a crooked or broken line upon the board. Whenever the scholars can furnish the proper word let them do it, it is so much more gratifying to their self-respect. This is a very necessary and profitable exercise.

The teacher may now put the small letter *m* upon the board in his best style. Pointing to the first part of the letter, have the class describe it, which they will do as an *oblique curve*, the next part as an oblique or slanting straight line, and so of the others until the last, which they will describe as an oblique curve; but to distinguish it from the first, it will be called the *right oblique*, as the first is called the left oblique curve. Have them notice how these seven lines are united, whether by a *short turn* or an *angle*, and also *where* they are joined. Have them notice also the uniform height and spacing. Make an imperfect letter *m* if you can, both in respect to lines, spacing, height and slant, and have your class criticise your work, which they will gladly do, such is poor human nature even in children. Let this letter *m* (your best effort) be their lesson every day. Let them try nothing else. At the end of the week have each one make the best copy he can, and *only* one, on a *clean* slate. Examine each one carefully, marking it upon a scale of ten. Commend any special excellency and point out kindly any defect, referring always to the copy which has been retained on the board. If possible keep a record of their standing according to this weekly test. Call out for special notice all who have been marked 9 or over. Set a new copy, say *mu* or *man*, having in it the letter they have already had, and treat it as you did the former copy. Continue this course during the term, hastening slowly, not trying to go over the whole alphabet, and if you have done your work faithfully you will have reason to be satisfied with the result. What is sought by this exercise is to cultivate the perception and conception of correct forms and the power of executing them — to encourage in them the habit of feeling pleasure in doing their work well rather than in sprawling carelessly over a great deal of ground.

When their fingers are large enough to control a pen, ink and paper are to be substituted. Correct position and movement now demand special attention. But the method of having the whole class

have the same copy, write at the same time every day, and practice on it for a week, and making a specimen copy say every Friday, is never to be given up. In addition they should have a copy-book in which they should fill *one page* every week, and this also should be marked on a scale of 10 for cleanness, neatness and order, as these qualities are as essential for business purposes as well formed letters are. The school that follows this course will graduate scholars that on the score of penmanship will be fit for any position in life.

Pewaukee. A. F. N.

THE METRIC SYSTEM.

Of all the many reforms demanding our attention, none is more pressing, none is fraught with greater good, none will touch more surely all branches of business with a helping hand, than the adoption and use of the Metric, or Decimal System of Weights and Measures. Pressing because it is used by nearly all the nations with which we have trade, and because a bill is now pending before congress to make it obligatory in 1880; fraught with good, because it will effect a vast saving of time and labor; helpful, because it will simplify and shorten all the processes of computing and measuring material things.

Its introduction and uses ought to be hastened because:

1. It will save a year in the school life of every child educated.

2. It is as much more convenient than our present system (?) of weights and measures as our table for money is more convenient than that of England.

3. It completes the reform begun by the adoption of dollars and cents in place of pounds, shillings and pence.

4. It is simple, comprehensive, exact, easy to learn.

5. It is adopted and in use in Mexico, in nearly all the countries of South America, in British India, and in all the leading countries of Europe except two, and probably soon will be in those.

Much has already been done toward its introduction, especially during the past two years. Many towns and cities are having it taught in their schools. Many of the higher institutions of learning make a knowledge of it a requisite for admission. Many factories have adopted and are using it. Many periodicals give all the statements of quantity in its denominations. Several medical and engineer associations employ it. The greatest need in regard to its early use is that the people be made familiar with it. The most potent means for do-

ing this are the public schools and the press. The pupils can easily be made familiar with it, and they in turn, will bring it to the notice of many others. Its manifest advantages will go far toward removing the prejudice against change. All teachers ought to have at least a theoretic knowledge of the system. Superintendents can do much to awaken interest by asking questions on it in their examinations. A united effort on the part of the teaching force of the country would soon pave the way for its general use. Many supposed obstacles will prove imaginary when brought to the test.

Nearly all great and beneficial reforms have been brought about by the persistent efforts of the few who are in advance of the many. This is as true in the realm of material things as in that of thought. Do we as teachers wish to be classed among the leaders in the introduction and advancement of that which is beneficial to our fellow men, or among those who are led? If among the latter, let us continue our present apathy; if not, let us bestir ourselves to united and intelligent action.

Should any desire to look into the matter more fully they will be sure of a courteous reply to any inquiries by addressing the Metric Bureau, No. 1, Tremont Place, Boston.

I should be glad to hear from other teachers on this subject either through the JOURNAL or by letter.

La Crosse. JOHN P. BIRD.

TEACHERS' LIBRARY.

Having been frequently urged by other county superintendents and by other parties to write an article on the chief provisions of our Library Association, I have concluded to comply through the JOURNAL.

1. The society elects the following officers at the fall institutes: A secretary, and a vice president in each town.

2. The society also has a president, librarian, and treasurer, whose duties are vested in the county superintendent.

3. The duty of the vice presidents is to do what they can for the association in their respective towns.

4. The fee for membership is one dollar.

5. The books are divided into five sections and located in different parts of the county.

6. They are to be circulated by the superintendent every six months.

7. Teachers are permitted to retain the books eight weeks, and they forfeit ten cents per week thereafter.

8. All injuries to books must be made good, and all losses, to the satisfaction of the librarian.

9. The books shall be returned to the different places of deposit, on or before the first day of January, and the first day of July, in each year, so that the librarian may move the books as provided.

In connection with this association we meet as a teachers' association every month, at which times exercises are conducted, methods of teaching discussed, papers read on appropriate subjects, and a regular course of study is pursued by the teachers.

WORKINGS OF THE ASSOCIATION.

Our library was started some over a year ago, and I must say that its growth has been far beyond our expectation. We have 120 volumes worth nearly $200. We have received some donations of books, and have secured some money from lectures and other sources. Our books consist of professional works for the teachers, history, biography, travel and miscellaneous works.

The books are in the hands of the teachers most of the time, and they are being well read and are doing our teachers an immense amount of good. They are thus supplied with valuable books at but small cost to each. But few of our teachers are now in the habit of reading the light and worthless literature of the present time that is so widely and constantly circulated through the country. There appears to be no possibility of failure, provided country superintendents will take an interest in it, and teachers are properly interested in their employment and are striving to improve.

Richland County. D. D. PARSONS.

HE IS (OR WAS) TO BLAME.

This sentence is a fine illustration of the versatility of the English infinitive, and also of the tendency in the English language to override both syntax and etymology when condensation or ease of articulation is thereby secured.

Combining the *present infinitive* of other verbs with the *present tense* of the verb to be, as above, and we have simply the idea of futurity expressed as: *He is to write, He is to punish*, etc., equivalent to "He will write," etc. Indeed the same idea is expressed by the verb

to blame, if we place an object after it as: *He is to blame them to-morrow.*

If we substitute the present infinitive in the passive voice, as He is *to be punished*, He is *to be blamed*, etc., the futurity of the act and the passivity of the subject is expressed and *inferentially* that the punishment or blame is deserved.

The censorious tendency of human nature is so strong that we find occasion frequently to speak of the blamableness of our friends, and we readily and without danger of being misunderstood, substitute the abridged and euphonious "he is to blame," for the more cumbersome "he is blamable," or "he deserves to be blamed."

On the first introduction of this expression into the English speech it might justly have been treated as a solecism, but its adaptedness to our habits of thought and expression has won for it an established place in our language, and it must now be accepted and considered simply as an English idiom.

Handling such an expression in the school-room with an advanced class, it would be well to direct the attention of the scholars to the facts above noted, and, showing that *to blame* here is equivalent to *blamable*, parse it as the present infinitive used idiomatically as an adjective in predicate qualifying the subject "He." A. F. N.

SELECTED.

JOHN BAPTIST FEULING, PH. D.

For the second time in the history of the University, death has invaded the ranks of the Faculty. The first one who fell at the post of duty was Dr. S. Pearl Lathrop, who died shortly after his accession to the chair of Natural Sciences, in 1854. The second was the subject of this sketch, who died at Fayette, Iowa, March 10th, 1878, after a lingering illness of more than six months.

Dr. Feuling was born in the classic city of Worms, Germany, February 12th, 1838. He attended the public school until his tenth year. In 1848 he entered the Gymnasium, from which he graduated nine years after, in 1857, with a first degree, and entered the University at Giessen to study Philology. His studies at the University were interrupted by being called to serve in the army, but after two

months' service, he returned, and passed his public examination in 1860. While at the University he gave private instruction, and after leaving, he accepted a position in the Institute of St. Gowishausen, on the Rhine, as teacher of Latin and Greek. During 1861, he spent six months at the Bibliotheque Imperiale, at Paris, mainly in the study of Philology, and in acquiring a conversational mastery of the French language.

He came to this country in 1865, landing at Portland, Maine, April 14th. He went directly to New York, where he remained some time. He then spent a year at Toledo, Ohio, where he opened a French and German Academy. Not succeeding in this enterprise, he came west, and was employed for a time at Racine College in giving instructions in the classic languages, from which place he was called by President Chadbourne to the chair of Modern Languages and Comparative Philology, at the University of Wisconsin, in the spring of 1868,—which position he filled at the time of his death. Shortly after his accession to his professorship here, he was invited to the Professorship of Ancient Languages in the University of Louisiana, at Baton Rouge, and visited that place on a tour of inspection. The position was held open for him one year, when he finally declined it, preferring to remain here, although his preference was for the chair of Ancient Languages.

In 1876 he visited his old-world home on a brief tour, but returned heartily in sympathy with American ways, and our systems of education, after having had the opportunity of comparing the two systems with his matured judgment. Indeed, he remarked to the writer of this sketch that his views as to the expediency of adopting the German method in this country had undergone a complete change—that while the German system carried a few students further, the American system carried the mass of students to a practical education unknown to the German system. The word "university" not designating the same grade of institution here as in Germany, it took him some time to adjust himself to the wants of the students that he here met, but during the last years of his life he was thoroughly in sympathy with his work and with the students under his charge.

The published works of Dr. Feuling are few. Shortly after coming to Madison, he published an edition of the *Poema Admonitorium* of Phocyllides, prefacing the Greek text with an introduction written in fluent Latin. This was dedicated to the American Philological Association, of which he was an active member, and before which he

read several papers. He was also a member of the Wisconsin Academy of Sciences, Arts, and Letters, and contributed several philological papers to its Transactions. He has left several works in manuscript—"The Homeric Hymns," with notes; "Selections from Montesquieu," with notes and a glossary, intended as a French Reading Book, which is, we believe, ready for the press; also "An Historical Outline of Germanic Accidence," which was nearly completed at his death. All these works show on every page his profound and thorough scholarship, and leave no room for doubt that had he lived he would have gained a lasting reputation in his chosen field of study. With him, teaching was not drudgery; he fell proud of his profession, and discharged his duty with a conscientious fidelity.

As a man, he was genial, companionable, and trustful. With an ardent temperament, his likes and dislikes were strong, and sometimes strongly expressed, but withal, he was free from baseless prejudices. He was as prompt to acknowledge a fault as to forgive a wrong. He had warm friends, and this is one of the best tests of manhood.

As a Christian, he kept the faith. He was brought up in the Roman Catholic Church, but on coming to this country he identified himself with the Episcopal Church, of which he was a constant communicant until his death. He died in Christian charity towards all, and let the living exercise the same charity towards whatever faults in human frailty he may have had. He died in the Christian's hope of a blessed immortality.

Last summer he felt the premonitions of the fatal disease to which he finally succumbed. It appeared first as a paralysis of the right hand, which he naturally attributed to the excessive use of his arm in writing, but the steady advance of the paralysis soon left no doubt that the disease was seated in the brain, and that no human agency could arrest its progress. For some three weeks of this year he attempted to carry on his work, but was then forced to cease his labor in the hope that rest and quiet would restore his health; but disease had too firm a hold upon his system, and he steadily failed. In January he was removed to Fayette, Iowa, the residence of his wife's parents, in the faint hope that a removal from the scene of his labor would lessen the irritation that a man of his active temperament must have felt at being laid aside from duty, and that care and quiet and the constant medical attendance of his wife's father might have a beneficial effect. But all was in vain; he failed; struggled with disease, and rallied, only to fall back beaten by his powerful antagonist.

The disease of the brain steadily progressed, extinguishing one after another of his faculties; his speech gradually failed; then his sight; and at last he gave no sign of consciousness; and so life ebbed away, and death baffled all human effort. Love could not hold him, but Love can cherish the memory of his life.

His remains were brought for interment to Madison, where he wished to be buried. On a bright spring-like day, a large concourse of mourners, composed of the Faculty and students of the University, and a large number of personal friends gathered at his late residence, and followed his remains to the Episcopal church, where the solemn but hopeful and impressive service of the church he so loved was held by Rev. Mr. Wilkinson, assisted by Rev. J. B. Pradt, after which his body was laid to rest in Forest Hill Cemetery, in sight of the city that he loved as his earthly home, and of the University, the scene of the labors of his active life; and there he rests awaiting the resurrection of the just. *Requiescat in pace!*

Dr. Feuling was married November 21st, 1868, to Miss Laura H. Aldrich, whose care and devotion have smoothed his dying pillow, and ministered to every want. No tongue can tell the agony of her long, hopeless struggle with death, but she sorrows not as those that have no hope. In the hour of her affliction she has the sympathy of the entire community, and the firm support of the Christian's faith.—S. H. CARPENTER, in the *University Press.*

FREE TEXT-BOOKS.—A school director, writing to the *Penn. School Journal*, says:

Will you permit me, in a few words, to endorse the article on "Free Text-Books," from the pen of Hon. Edward Searing, of Wisconsin, in the December number of *The Journal.* To my mind it contains true logic, and speaks the language of positive conviction, pointing out the reason why so many children of poor and indigent parents do not attend our public schools. We have an illustration of this in our own district, where numbers of children are growing up without the advantages of an education. The adoption of the "Free Text-Book" plan would certainly contribute much towards securing uniformity in our schools, and enabling directors to carry out successfully the suggestion in your editorial article on securing the attendance of "children not in school." In conclusion, I would urge upon all, directors especially, to read and study the article on "Free Text-Books."

THE AIMS OF THE NORMAL SCHOOL.

The successful business man of any line of industry has some cardinal belief that directs all his action in one channel. Thus, the merchant attributes his accumulated wealth to his view of honor. The farmer refers his broad acres to promptness in taking advantage of the elements. The professional—clergyman, lawyer, physician, or teacher, is quite sure that some one attribute of his life-practice constitutes the the secret of his preferment. So every successful person cherishes a formulated rule of action whereby he traces cause to effect as related to his place in society. This formula is sometimes so thoroughly the exponent of the person's actual practice that the person is rated by society at precisely his own estimate; but whatever be the rank accorded to him, his formulation is the exponent of his character, and *character* is a compound of all that the person thinks. Character is that which the person *is*. It is the resultant of all influences that have operated to bring him to the present estimate at which he holds his own power. Character is thus no capricious factor of a person, but it is his entity — *all* he is; and therefore character embodies the tremendous factor of time — composed as it is of all previous influences, character thoroughly includes *all previous time*.

The Normal School seeks to learn the character of its students as a preliminary to any effort at modifying that character by literary or other work. Up to the present day, this search has resulted most satisfactorily — not that students whose average ages are nineteen years, have sought the school with characters of symmetry and completeness; nor, that characters have been uniformly developed; but it is true of the mass of four hundred students in the Normal grades, that they have come with purposes of self-abnegation — with full determination to wring truth from unwilling conditions, and with enlightened understanding of the reciprocal action of influences which make up character. Thus the Normal possesses one important element of success; but it is true that these purposes are frequently derived from misconceived notions of the management of the school, and frequently students have no adequate conception of the possibilities of performing these purposes. Hence the Normal makes an effort first, to understand the present intellectual condition of its student, and second, to learn the conditions under which his use of the influences of the Normal will be exercised; then to enter upon the processes which it

is believed will most thoroughly adapt the student to the conditions of profitable labor in his chosen field.

It is important to keep the thought in view, also, that there are certain *principles* of education that must underlie mental development wherever the highest objects of the intellect are to be reached; and it is believed that these principles must be carried into practice, in part, at the time of this early experimental stage, and finally, as related to thorough scholarship, they must wholly supplant the empiricism of earlier relations. It will be the aim of subsequent papers to call attention to the practice of the Normal at different stages of instruction. — PREST. W. D. PARKER, *in the River Falls Journal.*

BE MORE PRACTICAL.—In teaching Latin and Greek, the study of the grammars, especially in the first years, is to be made more practical. But practical to what end? To this end—that when a pupil has studied Greek or Latin three or four years, he shall be able, at least, to read such Greek as that of Xenophon, Lysias, and Herodotus, and such Latin as that of Cæsar and Cicero at sight, that is at the rate of four or five pages an hour, and practically without a lexicon. This is the sort of grammar that should be taught—working grammar—that of which the boy will make use. High grammar, philological research concerning forms and laws of construction, should be undertaken by no man until he is well on in his course, and, it may well be, by the majority of men never at all. * * President Porter, in his "American Colleges and the American Public," raises the question "whether the mere grammatical analysis has not been pushed to a one-sided extreme so as to be over-refined, unnecessarily complicated, and unreasonably prolonged; whether in the modern form in which it is taught, it is not prematurely enforced and unwisely continued; and whether the importance which is attached to it has not seriously interfered with some more important benefits which might be derived from another method of classical study. When we speak of the modern form of classical grammar, we refer to those etymological analyses * * * which are better fitted to interest comparative philologists than tyros in the Latin and Greek derivations and paradigms, and to those syntactical rules which are more easily followed by the philosophical grammarian or the metaphysical student of language, than they can be by the less advanced pupil." * * *

What, now, is the definite and simple aim which we should set our-

selves in teaching the classics? We should aim, with those whom we instruct, to give them the power to read these languages at sight.—J. W. WHITE, in *New England Journal of Education.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

RIGHTS OF PUPILS.

Q. In a class just examined for admission into the high school department is a boy who passes in all but geography. His father did not wish him to study geography, so he is not prepared in it. Must he be kept out of the high school until he can pass in geography?

A. Under a recent decision of the Supreme Court of Illinois, it would appear that the courts would not sustain his exclusion for the reason mentioned. The decision is referred to in the February number of the JOURNAL, on page 87.

Q. Can a girl be legally excluded from school because she declines to sweep the school house, or a boy because he declines to bring in wood, the parents directing them to decline?

A. Neither the board nor the teacher has any power to *require* this service of a pupil; still, the large girls are generally willing to perform the one, and the boys the other, where no other provision is made.

Q. Are half-breed children, the father being a tax-paying, white citizen, to be enumerated and allowed to attend school?

A. They should be enumerated and admitted to the schools.

Q. Is a minor, whose parents live in a foreign country, entitled to attend school free of tuition?

A. If the child of persons not American citizens, and a mere wanderer, he has, of course, no legal claim upon this privilege; but ordinarily such a waif should be admitted to the school where he lives for the time being. No community can afford to allow children to grow up in ignorance because of the absence of a legal right to attend the public schools. If the supposed minor be a vicious, incorrigible boy, his place is at Waukesha.

THE TEACHER'S RIGHTS AND DUTIES.

Q. The teacher is hired for "4 months," at so much a day; do such holidays as occur count, or must he make them up?

A. Unless the contract specifies to the contrary, he will teach 20 days for a "month;" the Saturdays will not be included, but the holidays will count as school days. Contracts should always be made in the usual form.

Q. Can the teacher lawfully teach branches not covered by his certificate — for instance, algebra?

A. If the board is willing, and if the teacher is competent, and there is time, and some pupils are really ready, there is no objection to it.

Q. Is the teacher obliged to stay at the school house during all noon-time?

A. He is not; but he should have an influence that he can leave behind. A good teacher will not be in a hurry to leave, nor careful to arrive only at the last minute.

Q. Is the teacher obliged to govern pupils over 20 years of age?

A. If such pupils are admitted to the school, he is to govern and instruct them. If they give him too much trouble, he can call upon the board. Such pupils should govern themselves.

REFUSAL OF CERTIFICATES.

Q. Should a certificate be refused a saloon-keeper on the ground of moral character,— he now running a saloon because he did not, last fall, secure a school?

A. This is a difficult question to answer. If the man is in other respects well qualified, and anxious to give up the saloon, and there is no other objection to his character, it might be proper to give him a chance. The superintendent must judge according to the circumstances of the case. Unfortunately the law sanctions saloon-keeping as well as school-keeping.

Q. A person teaches public common school without a certificate and draws money to which he has no legal claim. Is this, continued for months, when known to be illegal, sufficient ground for refusing to license him if he apply for a certificate?

A. The course pursued has a bad look, and would justify the refusal, except as the superintendent might be satisfied that the party had seen and repented the error of his ways.

POWERS OF THE BOARD.

Q. Can the board buy a county map for the school without authority from the district?

A. Yes, under section 48.

Q. Can the board admit pupils over 20 to the school, on their own motion?

A. No, not unless authorized by the district (Sec. 19, sub-section eleventh).

Q. Has the board power to make the school day less than 6 hours, or to change the usual hours of opening and closing, say from 9 and 12 to half past 9 and 12?

A. The board may be held to have a discretion in this matter. In the winter, with a small and scattered school population, with long distances to come, such changes might be advisable. Again, in the little summer schools protracted into August, shortened sessions would be sensible. But a board should not lightly go against old customs unless reasonably well sustained by the sentiment of the people.

MISCELLANEOUS.

Q. The treasurer's bond being lost, is his bondsman released?

A. Not at all; his suretyship still exists, and may be shown by other evidence; but the loss of the bond must be established if it is questioned.

Q. Is a notice of a meeting of supervisors to alter a district valid if given on Sunday?

A. It is not.

Q. Is an appointment to fill a vacancy in a district board valid if made on Sunday?

A. It is invalid.

Q. Can the board open the school house for a night school, and allow the use of the wood?

A. The board may be held to have this power, if a night session is needed for a number of large scholars, and the teacher is agreeable thereto.

Q. Can a district officer delegate his duties to another person?

A. He might employ a person to perform duties merely ministerial, as posting notices, etc., but not those requiring the exercising of his official judgment or discretion.

Q. Do district orders bear interest, if not paid when presented from lack of funds?

A. The law makes no provision for interest.

Q. Is the board bound by a vote of the district to have a female teacher, if the vote is not recorded?

A. Yes; the binding force of the vote does not lie in the record of it,

but in the fact that it was passed, which, it is presumed, can be easily shown.

Q. If a school board neglects to remove pupils with infectious diseases from school, what can be done?

A. The town board of supervisors, as a board of health, can be called upon to act, if the case is serious, under section 3, chap. 32, R. S.

Q. Can the same lot be deeded and used as a school house site and burying ground?

A. This would not only be in violation of good taste, and objectionable on sanitary grounds, but contrary to the intent of the law, which is that the site and school house shall be owned and controlled wholly by the district, and for school purposes only.

Q. How many hours constitute a school day?

A. By long and nearly invariable custom, 6 hours is a school day. In the absence of any stipulation, the teacher must give that amount of time to the school.

Q. Can a treasurer pay an old debt, due a teacher, out of funds raised for the support of the school the current year?

A. No; the funds voted by the district are to be applied to the purposes for which they were voted. Orders are drawn accordingly (see form 22). Wages due a teacher on a former year, and not paid, become "old indebtedness," for the payment of which a tax may be raised, under section 19, sub-section eighth. J. B. P.

CORRESPONDENCE.

THE STATE NORMAL SCHOOL AT PLATTEVILLE.

EDITORS JOURNAL,—Being home on furlough, I visited by force of custom and desire the Normal School. My interest in this school by no means ceased with my resignation from the faculty. As a result of my visit, I write you this article, setting forth somewhat the condition of the school.

This school was organized the 9th of October, 1866, with a faculty of five instructors. None of this original faculty are now teaching in Wisconsin.

The enrollment during the first year was: Normal Department, 99; Preparatory and Academic, 41; Model School, 70. Total, 210.

The faculty now consists of twelve teachers; one of whom has been in the school since '67, two since '70, one since '72, another since '73. Additions and changes have occurred at different times, the last addition of three being made in '77.

No death has ever occured in the faculty; and, if I do not mistake, but four

students from the Normal Department, one from the Grammar, and one from the Primary, have died during term time.

Formerly I looked at things here from the inside, but I now look upon them from the outside, with no bias or prejudice, but with an honest interest in the prosperity of this pride of Platteville.

The faculty was never better constituted than now, and never was there evidence of the doing of better or more thorough work than at the present time. The teachers that have been long in the school need no commendation, their excellence is well known; and of the new teachers it may be sufficient to say that they have, in this short time, gained the confidence of the most thoughtful and best workers in the school, as well as the good opinion of the other members of the faculty. Yesterday and to-day, I have listened to various classes in several different rooms, and to me the methods pursued and the results attained were alike pleasing.

Acquainted, more or less, with the workings of the school and its management from its first day to the present, I cannot withhold my commendation of the marked advance in its general management and supervision, from year to year. Pres. Charlton, aided by his able and willing coadjutors, has given to the school a moral tone that characterizes the work of its graduates wherever they may be found.

The practice work is a leading feature of the school. During the Fall Term, twenty-three Practice Teachers were employed under the immediate supervision of the director, Prof. Nye. The average term of service was nine weeks. During the present, or Winter Term, there have been thus employed nineteen Practice Teachers, whose average time of service has been about eleven weeks. Mr. Nye, the director, meets these teachers, as a class, twice a week, and personally, almost every day. The methods of their teaching are made the subject of close criticism. The results attained are most creditable to the efforts of the director, and satisfactory to the faculty and visitors generally, who sufficiently concern themselves to become conversant with what is doing.

The enrollment for the Fall Term was as follows: in the Normal Department, 154. In the Training Department—Grammar Grade, 126; Intermediate, 41; Primary, 41; total, 208. Entire enrollment, 362.

The Winter Term opened January 8, '78. The attendance this term is as follows: Normal Department, 174; Training Department—Grammar Grade, 116; Intermediate, 84; Primary, 41; total, 191. Entire enrollment, 365.

All the members of the last graduating class (seven in number) are now teaching; and of the 17 members of the Elementary Class of last year, nine are teaching, and the other eight are in school.

Of the teaching now doing here, and of the classes that I visited, I shall make no special mention, where all are so deserving of commendation. To some the classes in political economy and logic, to some the drawing, to some the vocal music, to some the language classes (both Latin and English), to others the mathematical drill, the natural sciences, and so on for the whole round, would form the chief object of interest, and seem, perhaps, the best work. Not a few would be most gratified with the time spent with the very little folks.

March 20, 1878. D. GRAY PURMAN.

WISCONSIN FEMALE COLLEGE.

EDITORS JOURNAL: — At your request I send you the following account of the institution of which I am Principal:

I. *Name and History.* Wisconsin Female College was chartered in 1855, and opened in September, 1856. For three years it was exclusively for girls, then for four years it received both sexes, then for twelve years it was a female seminary on the Mt. Holyoke pattern. In 1875, the institution was much in debt and had only 42 students during the year, with a worse prospect for the future. The plan of a separate school had been tried and failed, and the strongest advocates of the old plan conceded that the people of Wisconsin are in favor of co-education of the sexes. The trustees decided to open the school to both sexes and to invite me to be Principal. The first year we numbered 112 students the second year 127, and this year we shall number about 160. We have no little children. The charter name is still retained for legal reasons; but we expect to change it soon to the more appropriate name of *Fox Lake Seminary*, which name is used whenever we can do so legally.

II. *Financial Condition.* We have a fine stone building, three stories high, besides basement, and five acres of land in the center of the village of Fox Lake. The original building is 100 feet by 40. A wing of the same height, 65 feet by 45 was built by Judge Downer, of Milwaukee, and is called Downer Hall. In this are all the recitation rooms. The rest of the building being used as a boarding hall for young ladies. We have a very small endowment, only $1,100, besides $5,000 for scholarships. An effort will soon be made to raise $10,000 or $20,000 endowment. The vicious stock plan of ownership has been abandoned, and the institution is now held by trustees for the cause of education.

III. *Internal Management.* We have six teachers, two male and four female. In the Preparatory Department all the third grade branches, except Constitution are taught. We have above that two courses, a Classical and an English Course of four years each, but which may be extended to six years, by young ladies whose health or whose extra work in music requires it. The course of study has been raised about a half year's work since I came here. Many of our students are preparing to teach, or teacher's seeking a better preparation. We have so arranged our English Course that persons of mature character and well qualified in third grade studies can prepare for a first grade in one year, and for a state examination in two years. We have several students in this course. Many advanced students go back to preparatory classes to review common school branches, and we have several graduates who are now taking studies additional to those of the course from which they graduate.

All students are required to take part in general exercises in spelling, penmanship, and orthoepy, unless excused for good reasons. Poor readers are put into a special reading class. Each teacher has a special rhetorical division in which besides regular rhetorical work, some of the best gems of English literature are read to the class, or assigned to those to be read out of class.

The daily recitations are not marked, but the standing depends mostly upon written examinations, which are full and severe. At the close of the term only those who average 75 per cent. are allowed to go on with the class. There is

then a constant process of sifting down the backward students. In addition to this, students who are persistently indolent or irregular in their attendance are dropped from the school. The standing of each in attendance and deportment in each study is posted up each month in the school room, and also sent to the parents. After the first monthly examination each term, the roll of students is called in teachers' meeting, and with each one questions like the following are asked and answered: How is he doing in this and that class? What is his deportment in each class? Has he too much or too little work to do? And if anything is wrong, what is the real cause, and what can be done to remedy it? At other meetings, the whole roll is not gone through, but special cases are frequently brought up to be acted on in the same manner, and a remedy is applied at once if possible. We hope in this way to avoid the danger of handling pupils in the mass, and ignoring special needs of individuals, and to exercise a constant watchfulness over each one's intellectual and moral habits.

Fox Lake. A. O. WRIGHT.

A FEW KIND WORDS.

We are in receipt of many commendations of the Journal. It is not improper, perhaps, to publish some of them, for the information of those unacquainted with the publication. The following letters are from well known and esteemed teachers:

MESSRS. WHITFORD & PRADT,—Enclosed please find $1.10 in payment of bill for Journal of Education, sent me last month. I have had every number of the Journal ever issued, whether published in Madison, Mineral Point, or Milwaukee; and I cannot do without it. Of the several educational publications with which I am acquainted, it is the best. HOSEA BARNS.

Kenosha.

DEAR MR. PRADT,—I wish to seize on this opportunity to give formal expression to my high appreciation of the merits of the "Wisconsin Journal of Education." I have read more or less of every number since it was revived by you and Gen. Fallows, and I have compared it with the educational journals of other states. I do not see as it suffers from the comparison. If it does, which I do not admit, the teachers of the state must bear the blame in part. The Journal is furnished at a very cheap rate, and should be in the hands of every teacher in the state. The information and intelligence which it contains, should be more widely scattered. Every board of education in the state should carefully read it, and we should soon see more careful, economical, and intelligent management of schools, and these boards would know whether they are up with the times. All members of the legislature should read it, and they would thereby be enabled to see more clearly their duty as the guardians of the public school system and of the morals of the community. Every parent should read it, and thus more fully discern his duty in the education of his children. Every tax-payer should read it, and thereby, in a measure, be enabled to determine for himself whether the money expended for educational purposes is wisely and judiciously expended. "There remaineth much land to be possessed," and I trust that the

"Journal," under its present faithful editorial management, will do valiant service in mustering the squadrons that shall march triumphantly to its conquest.

New Lisbon. B. M. REYNOLDS.

EDITORS JOURNAL,—Will you permit an old teacher to suggest what he would regard an improvement in our high school law?

I would have the money apportioned to the several schools on the basis of the weeks devoted to high school studies, no scholar entitling the school to any share of the fund who has not pursued high school studies for at least eleven consecutive weeeks, and no account to be made of attendance before the prescribed examination for admission into the high school had been satisfactorily passed.

I think it highly desirable that the examination papers on which scholars were admitted, should be sent to Madison, together with those at the close of the term for which they are claimed.

It might not be practicable to examine all these papers at Madison, but by examining a few from each school, the standard of marking could be ascertained.

This plan would conform in most particulars to that of the board of regents, in the state of New York, thirty years ago, in distributing the income of the literature fund among the academies, etc., entitled to share in it. In our state the $25,000 annual appropriation takes the place of this; and the high schools, of the academies, etc.

I should myself be in favor of permitting *all* schools in which high school studies are pursued, to come in for a share; but perhaps the objection to denominational schools would be a barrier to any movement in this direction. Still, I think almost any one would be amused to hear a pupil requested to give the Methodist demonstration of the 47th Prop. of Euclid; or the Congregational rendering of a passage in Cicero or Virgil; or the Baptist elucidation of the principles of hydrostatics, or of hydrodynamics.

I do not see why the state need concern itself with the question, whether the religious bias should be given to the child's mind by parents at home, or by teachers to whose care parents choose to confide them. C. C. BAYLEY.

Waupun.

ANSWERS TO QUESTIONS IN FEBRUARY NUMBER.

Form an even hundred out of the numbers from 1 to 9, and in the operation have each figure occur but once. This answers the question:

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 48
 73
  5
-26
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100
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—EDDIE J. PLANK, *Almond.*

In spelling, shall we say s, s, or double s?

Turning to my dictionary I find the definition of the word *double* is: "Noting two of a sort taken together." Now that is just what occurs in such a word as *fall*, and therefore would properly be called double l. In every treatise on or-

thography we have a rule about *doubling* the final consonant, and in Webster's *introduction* he uses the term double l, double s, etc., often. If, therefore, the definition of the term and the best usage are in its favor, that seems to be final. But there are occasions when we may separate these letters in spelling, as in *runner*, when by so doing we note the syllabication of the word.—A. F. N.

If there are two letters of the same kind together in a syllable, teach the pupil to say "double s," "double e," etc., as the case may be, as in the word submissive, and like words. If two letters of the same kind are together, but in different syllables, teach him to pronounce them separately, as in the words adding, betting, etc.—MARY CORCORAN, *Prairie du Chien.*

"The man was to blame," signifying he was blamable, or to be blamed, is grammatically correct.—MARY CORCORAN, *Prairie du Chien.*

[See the article in this number on p. 166.]

QUESTIONS.

Which is correct to say, That after the surrender of Cornwallis the congress of the United States appointed the 30th day of December following, as a national thanksgiving, or the 13th day of December? I find that good authorities differ on this point.—M. C. MANN, *Platteville.*

What shape would the earth have to be to have no temperate zones?—CORA TILLOTSON.

What two numbers are there whose sum is 55, and whose product is 550?—A SUBSCRIBER.

[Solutions desired both in arithmetic and algebra.]

Will you please answer a school girl's question? If so, What is the subject of the following sentence: "The gushing flood the tartans dyed." Is the subject flood or tartans? There has been a great dispute between *all* the teachers and scholars in regard to it.—MINNIE B. SMITH, *Osceola Mills.*

[By itself, the line would suggest that the tartans of a number of warriors dyed or colored the flood; but the connection, as shown by a writer in the Polk County *Press*, and as will be seen below, makes it plain that the *flood* was the *blood*, which dyed the tartans; therefore *flood* is the subject:

> "Three times in closing strife they stood,
> And thrice the Saxon sword drank blood;
> No stinted draught, no scanty tide,
> The gushing flood the tartans dyed."

A detached line or sentence is often doubtful in meaning—and sometimes when not detached.]

> Rugged strength and radiant beauty,—
> These were one in nature's plan;
> Humble toil and heavenward duty,—
> These will form the perfect man.—*Mrs. Hale.*

EDITORIAL.

SCHOOL LEGISLATION.

The Legislature passed, at the recent session, several bills legalizing the acts of school districts which held their last annual meeting, on the wrong Monday evening, either in August or September. As these districts have been supplied with the school codes, nothing but culpable negligence would cause them to make such mistakes. A portion of these districts called their Annual Meetings on the first Monday of last September. The law is very explicit for the districts with ungraded schools. It says: "The Annual Meeting of each school district shall be held on the last Monday of September in each year." Still the time of this meeting may be changed to the last Monday of August by a majority vote of the electors of the district present at a previous Annual Meeting. This meeting for all districts with graded schools of two or more departments, must be held on the second Monday of July.

The Department of Public Instruction called for 400 copies of Webster's Unabridged Dictionary to be distributed among the Public Schools. Only 200 copies were granted by the Legislature. These will be sent to those districts which have never been supplied with the work and which make application for it. Already 114 copies of the number granted have been called for by these districts. By an arrangement with the publishers, school districts which have lost or worn out the dictionaries furnished them by the State, can be re-supplied for a short time at the office of the State Superintendent, by sending the proper affidavit and seven dollars for each copy.

The law of last year in reference to the employment of children in factories, was amended so that those who are between the ages of twelve and fourteen shall not be engaged longer than seven months in the year. This provision gives them the opportunity to attend schools five months of each year. Children under twelve years of age cannot lawfully be employed in any factory or workshop where more than three persons are at work, and where the health of these children may be injured.

The law in regard to Annual reports of school district clerks was so changed that the statistics of the children who are blind, deaf and dumb, and feeble minded, need not be furnished the State Superintendent. These will be sent to the State Board of Charities. The provision requiring the classifying of the children of school age into three divisions was abolished. The item requiring a report of the sum of the days attendance upon school, wherever it occurred, was striken out. The designation of the sex of the pupils, under the age of four years, and over the age of twenty, was omitted.

It was declared to be the meaning of the laws which give the Boards of Normal Schools, State University, and other educational institutions the power to make all rules, regulations, and by-laws necessary for their good government, that these laws confer upon these Boards the power to give to the presidents and

faculties of the schools under their care the authority to suspend, expel, or otherwise discipline the students attending these schools.

An act was passed granting to all graduates of the State University who have taught, after their graduation, public schools in this state in a successful manner for sixteen school months, the privilege of presenting their diplomas to the Superintendent of Public Instruction; and the latter shall have authority to countersign these diplomas, after such examination as to the moral character learning, and ability to teach of those presenting them, as to him may seem proper and reasonable. Such diplomas, after thus countersigned, have all the effect of an unlimited State Teachers' Certificate. They furnish the evidence that those entitled to them are qualified to teach in any public school in this state, and they shall be in force until annulled by the State Superintendent.

The act in reference to the Text-book Commission is given in full under Educational News.

DEFEATED SCHOOL LEGISLATION.

A number of bills relating to education failed to receive the sanction of the legislature at its recent session. We give below a brief outline of them to show the tendencies of some minds in demanding changes, if not reforms, in our present school system. This account may aid to remove the impressions of some people that certain measures, which were proposed, became the law of the state. Doubtless some of the ideas presented in a few of these bills may be embodied in our future statutes.

Two attempts were made to secure 2,000 copies of the constitutions of the United States and Wisconsin, to be distributed mainly among those school districts which have never been supplied with any copies of the work. Both were indefinitely postponed in the Senate, while one received a large vote in the Assembly. The law, as enacted in 1871, imposed upon the Superintendent of Public Instruction the duty to cause a sufficient number of these constitutions to be printed to furnish each school district with not to exceed six copies. Then 30,000 copies were secured. Last winter the supply was exhausted, and still quite a large number of districts, as their applications show, have not yet received the work.

The proposition to repeal the law making twenty days the school month, met but little favor. Had it been adopted, the provision in force prior to 1876, constituting twenty-two days a month in the employment of teachers, would have been revived. According to the law of 1872, the five months required to be taught in each district during the year embrace only one hundred days; and the change was made two years since to make the teacher's month only one-fifth of these days, and thus harmonize the two sections of the law.

Both the Senate and the Assembly introduced bills to entitle the children of our citizens to free tuition in any district, ward, graded, and high school in the state. The passage of this measure would have permitted these children to attend, without extra cost to themselves, such public schools as they or their parents might select. The Assembly bill had the additional provision that the par-

ent must pay taxes on two thousand dollars assessed in the town, city, or village where his children attend school.

A feeble effort was made to repeal the act of 1869, which permitted towns to establish a township system of school government.

The present law allows a school district to embrace thirty-six square miles or sections. The district can be set off in any convenient shape, provided it does not include more than this number of square miles. A bill was brought forward to limit the greatest extent of the district with this amount of territory, to six miles in any one direction.

A few members of the legislature desired to forbid the election of the school district treasurer for two consecutive terms.

The measure to lengthen the time in which the certificates of teachers shall be valid under certain circumstances, would have received greater attention if a uniform system of examinations prevailed in the state. It proposed to give every applicant for a third grade certificate, two years' time; for a second grade, three years; and for a first grade, four years, provided, that they severally answered ninety per cent. of the questions asked on the studies in their respective grades, at the regular examinations by the county superintendents.

A well considered bill to provide for the organization of a school for the idiotic children of the state failed to pass, as it has several times heretofore.

Considerable interest was created over the introduction of a joint resolution to instruct the Attorney General to institute proceedings in our courts to determine what right Cornell University has to own, control, and sell large amount of lands in the state; and to secure the forfeiture thereof, if no such right exists.

The Senate adopted by a large majority, as was noticed last month, the proposed amendment to the state constitution, making the school age of children from six to twenty-one years, instead of from four to twenty. But it was not sustained by the Assembly.

The bill to secure to children the benefits of an elementary education—a compulsory educational measure—passed by a large majority in the Assembly, but was lost in the Senate. This bill is a copy of the act passed by the Ohio Legislature, March 20, 1877. In some of its minor features, it required to be amended to make it harmonize with the provisions of our school law. On the whole, this Ohio law is the best considered measure in all the statutes for compulsory education which have been adopted by any of our states.

Two bills in reference to religious instruction in our schools were lost. One in the Senate, included also all other institutions supported in whole or in part by appropriations from the state treasury. This provided that no inmate of these institutions should be compelled or obliged to attend any sectarian or religious exercise, teaching, or readings against his will. The officers of these institutions should allow the inmates such religious privileges as they might elect, in attendance, once a month, upon services held by any local denominational priest or clergyman, in good standing with his church. The other bill originated in the Assembly, and prohibited religious *exercises* of every nature in the state university, and in the normal and public schools. Any one engaging in any exercise of this kind in these institutions should be fined fifty dollars; and any teacher or officer in these institutions requiring or compelling a pupil or attend-

ant to take part therein, should be punished with a fine of seventy-five dollars. Remonstrances to this bill, signed by thousands of people, were received. This measure was not discussed at all in open session, but was laid upon the table by a large vote.

DO YOU TAKE THE JOURNAL?

The New York *School Journal*, in the following extract, makes some very wholesome statements which we reprint, slightly condensed, for the sake of the good they may do. We believe the statements made are all correct:

(1) Not over one teacher in ten takes an educational journal. (2) No really good teacher omits to subscribe for one. It stands to reason that a teacher will know more about his profession if, during a year, he reads one. * * * * * Teachers are obliged to practice economy, but they owe it to themselves, to their scholars, and to their school rooms, to reinforce themselves with fresh views and ideas week by week. It is apparent to outsiders that most teachers soon fall "into a rut," they pursue a painful 'routine" day by day; these themselves see their want of success, but fail to attribute it to the real cause, the lack of nourishment. *They should post themselves on education*; they should do what their pupils are doing, STUDY — but study about their profession. To sacrifice a whole school in order to save $2.00 is not economy. We have one subscriber who gets but $10.00 per month. He saw a copy of the paper and felt it would benefit him and so subscribed. It is safe to predict he will rise in his profession. That teacher who does not take an educational journal is taking a sure means to render himself or herself less attractive and magnetic as a teacher. The demands of the school on the teacher are persistent day by day, and he must post himself thoroughly and enter fresh for his work or he will fail.

Apropos to the foregoing, we have received, since sending it to the printer, the following from a teacher who evidently believes in the doctrines of the extract, and, as a natural consequence, holds a state certificate; he also believes in propagating his faith. Educational journals would flourish better if there were more such teachers:

"I have had four volumes of the JOURNAL bound, and was surprised to find what a mass of information was contained therein. By showing them to my neighbors, I have obtained the following subscribers [six in number]."

To push the subject a little further: The circulation or non-circulation of educational journals in any given region is a pretty good index of the educational vitality of the same. In a certain county in this state there is a most healthy interest in school matters, and a spirit of enlightened improvement. In that county more copies of the JOURNAL are circulated, in proportion to the number of teachers, than in any other part of the state. More copies go to one post-office in the county, than to any other. We do not mean to imply that the JOURNAL has created this progressive state of things, but the interest existing, created largely by the superintendent and some energetic teachers, causes the JOURNAL to be taken. The schools in that county are superintended by a lady. We could indicate some other like-minded and wide-awake counties. We could indicate others where no JOURNALS circulate scarcely, and where there is no life or progress. There is nothing singular in this. A physician who takes no medical journal will be found probably using only the medicines, following only the doctrines, and dealing out the doses of times gone by.

THE DECEMBER PAPERS.

In our last issue we had no space to advert to the Papers which it contained. Many of the subjects discussed need continued discussion until the reforms sought for are reached, or opposing sentiments are harmonized.

The subject of Mr. MARYATT'S Paper, "Compulsory Education," is one that still agitates the public mind. It has, by no means, ceased to be a favorite topic for discussion in legislative bodies, lyceums, and essays. The ambitious politician find it to be an admirable peg on which to display his great regard for the welfare of the dear people. Mr. Maryatt presents briefly, but clearly, the argument for diminishing illiteracy by requiring an educational qualification for suffrage. It is a fair question whether the time is not near when the requirement can reasonably be made. There can be no doubt that the general tendency of such a law would be beneficial, both to the cause of universal education, and to the purity and dignity of politics. It would sensibly narrow the field of the demagogue.

But, as Mr. Maryatt suggests, only a partial removal of illiteracy could be effected by such a law. Multitudes, who have the elective franchise, care little about it. There must be some far more pervasive and persuasive influence than this brought to bear to secure a moderate literary culture to all. And we confess at once that there is something repulsive and incongruous in the very idea of *compulsory* education. If any laws of this nature are needed, they should be a last resort, and made applicable only to extreme cases. There is needed, first of all and most of all, a reconstruction of our educational systems. In plain English, we must make the public schools so good and so attractive, and what they are able to do for the child and youth so necessary, that all children will be drawn to them as universally as they are clothed with decency and comfort. When this is done, the small residuum of ignorance, poverty and degradation left will present no very serious problem for solution. In fact, with such a system of means and appliances for universal school education as the not far distant future ought to bring us, illiteracy, poverty and degradation will disappear. We say, therefore, let the term, compulsory education, be dropped, and let us put in its place true education made universal.

Mr. Maryatt presents very fairly and cogently what can be said in favor of a compulsory law, but we feel quite strongly that such a law is justifiable only when and where better measures have been fairly tried and have failed.

PREST. PHELPS' Paper shows quite exhaustively the growth of the Normal School sentiment in this country for the past forty years, and the true relations of our normal schools to our common school systems. The question discussed by him so ably no doubt underlies the whole problem of the success of the work of the common schools. The vitality and efficiency of the work depends mainly upon an adequate supply of competent and well-trained teachers, properly placed and kept in place, and properly sustained. When this grand result shall be reached we shall hear little about compulsory laws, and toward the securing of this result, it will be felt and most heartily acknowledged that Prest. Phelps has lent most important effort and influence.

PROF. KERR, judiciously traversing other grounds than those gone over by Mr. Reynolds, has well rounded out the memoir of Mr. SMITH, who was so suddenly taken from among us. It is well to place on record the characters and labors of

those who have gone. Great is the stimulus, to thoughtful and generous natures, of the record of brilliant and successful achievements; greater, perhaps with many, than that of what is seen. For, in witnessing the lives of men, we see their faults as well as excellencies. When they have passed from us the former drop from view. Our thanks are due to both the gentlemen named for what they have so kindly and appropriately placed on record in regard to Mr. SMITH.

PROF. MCGREGOR, by common consent, gave us the practical and, in that respect, most valuable paper of the session. It was his fortune to have a practical subject, and one the importance of which is getting to be somewhat appreciated. A late number of the St. Louis *Globe-Democrat* speaks of drawing as an "ornamental" branch, and in terms of disparagement; contending that the time spent on it in their schools could be better spent on "arithmetic, English, and geography." We do not know how drawing is taught in St. Louis, and we fancy the *Globe-Democrat* doesn't know much about it from ac ual observation. But, if introduced and properly and persistently taught, as Prof. MCGREGOR points out it should be taught, we apprehend that it would soon cease to be called an ornamental branch, and would be regarded as one of the essential and eminently useful branches of elementary education. The Professor's paper should be in the hands of every teacher and school board in the state.

ON the subject of "Supervision" Mr. CHANDLER leans to the belief that we should seek to perfect and fully utilize the system as it is, rather than to change it radically. There is a good deal of force in this view. Could we be sure that all counties would do as well, under the present elective system, as some are doing, there would be no especial need of a change. But this is not to be looked for. So long as our county superintendents are elected, even if it was done in the spring, we shall continue to see dark spots on the educational map. For this reason, and as a most important means towards realizing what Mr. CHANDLER well points out as most important — "a more vital and real co-operation between the county superintendents and state superintendent,"— the office must, in some way, be made appointive. We regard Mr. CHANDLER's paper as a valuable and timely contribution to the elucidation of the subject.

MR. BEACH, in a very short but well considered paper, shows the "Position of the High School in Our System of Education." He well observes that the high school has two missons — to prepare students for the college or university, and to give the best possible outfit to those whose school life ends with their graduation at the high school. We would transpose these statements. The number of the last class of students is by far the greater; and the mistake into which some of our high schools are most liable to fall is that of giving too much thought and regard to those who are to go up higher.

THE PAPER BY MR. BEACH was appropriately followed by that of Superintendent HUTCHINS on the proper "Course of Study in High Schools." This subject he discusses clearly and, we think, quite satisfactorily, from the stand-point that the principal function of the common school is to "prepare children for the practical duties of life." The paper, though short, contains many valuable suggestions, and is especially commended to the consideration of school boards and teachers who are contemplating, or just inaugurating, a high school department.— P.

EDUCATIONAL NEWS.

STATE TEACHERS' EXAMINATION.

The Annual Examination of Candidates for State Teachers' Certificates will be held, as provided by law, at Madison, beginning Tuesday, August 13, 1878, at 9 o'clock A. M.

The Board of Examiners consists of Prof. Albert Salisbury, of Whitewater, Prof. Stephen H. Carpenter, of Madison, and Prof. George W. Peckham, of Milwaukee.

Applicants for Certificates will be examined in the following branches of study:

(1.) For an UNLIMITED State Certificate, the branches now required for a first grade County Certificate, with the addition of English Literature, and the rudiments of Botany, Geology, Political Economy, General History, and Mental Philosophy.

This Certificate will be issued only to those who furnish satisfactory evidence of successful teaching for at least NINE terms.

(2.) For a LIMITED (five years) State Certificate, the branches now required for a first grade County Certificate, with the addition of English Literature and the rudiments of Mental Philosophy.

This Certificate will be issued only to those who furnish satisfactory evidence of successful teaching for at least THREE terms.

Applicants who fail in any of the branches required for either of the above Certificates, may present themselves for re-examination in such branches within one year. A re-examination in those in which they are successful will not be required. Candidates who last year failed in any of the branches, or did not complete their examination for either Certificate, are earnestly solicited to be present with the new Applicants this year.

All stationery needed will be furnished by the Examiners.

ORDER OF EXAMINATION.

TUESDAY, August 13.—United States History, Arithmetic, Geography, Civil Government, and Oral Exercises.

WEDNESDAY, August 14.—Algebra, Physiology, Reading, English Grammar with Analysis, Penmanship, and Oral Exercises.

THURSDAY, August 15.—Geometry, Natural Philosophy, Orthography and Orthoepy, English Literature, Theory of Teaching, and Oral Exercises.

FRIDAY, August 16.—Mental Philosophy, General History, Geology, Political Economy, Botany, and Oral Exercises.

There will be three sessions daily:—9:00, A. M., to 12:30, P. M.;—2:00 to 5:30, P. M.;—7:30 to 9:30, P. M.

WILLIAM C. WHITFORD,
Supt. of Public Instruction.

MADISON, Wis., March 18th, 1878.

The following Act creating what is called the Text-book Commission, was adopted by the Legislature at their last session:

SECTION 1. The Superintendent of Public Instruction, R. E. Davis, of Dane county, Geo. H. Paul, of Milwaukee county, Geo. S. Albee, of Winnebago county, and John B. Quimby, of Sauk county, are hereby appointed and constituted a board of Text-book Commissioners, for the performance of the duties hereinafter specified in this act.

SECTION 2. As soon as practicable after the passage and publication of this act, the board of commissioners constituted as provided in the first section of this act, shall assemble at such time and place as shall be designated by the Superintendent of Public Instruction, and when so assembled, said board shall proceed to take into consideration the various propositions which have been hitherto submitted to the legislature of Wisconsin, relating to uniformity in text-books for the public schools of this state, and the cost of such books, together with such other propositions as may be submitted to or originate with said board, having reference to uniformity and cost of text-books for the public schools of this state; and it shall be the further duty of said board to inquire and determine, from existing facts and the experience of other states, whether, in the opinion of said board, any economical, practicable, and expedient method or plan can be adopted by said legislature for promoting the uniformity, lessening the number, or cheapening the cost of such text-books to the people of this state.

SECTION 3. It shall be the further duty of said board to inquire and determine whether any of the proposed reforms in English orthography, now under consideration by legislative bodies, or in practice in any of the public schools, or commended and approved by associations of scholars and experienced teachers in this country or Europe, can be properly and expeditiously

adopted, or otherwise encouraged and promoted, in the public schools as in the publication of the official documents of this state, or otherwise.

SECTION 4. For the purposes of this act, said board may, after its first meeting, meet and adjourn from time to time, as the convenience of said board may require, and said board shall report by bill or otherwise such conclusions and recommendations in respect to the purposes for which said board is hereby organized, as in the opinion of said board the facts considered and the interests of the people of the state may seem to warrant, to the next legislature of this state.

SECTION 5. The members of said board of commissioners shall each receive the actual amount of his expenses in traveling to and from, and in attendance upon all meetings of said board, and accounts for such expenses, duly authenticated by the officers of said board, shall be audited by the secretary of state, and paid by the state treasurer from the general fund; provided, that the terms of appointment of all of said commissioners shall expire with the expiration of the annual session of the legislature of 1879, and that the total amount of expenses provided to be paid under the provisions of this act, shall not exceed the sum of one thousand dollars.

SECTION 6. Vacancies in said board of commissioners, by reason of resignation or refusal to act, on the part of any member of said board, or for other cause, shall be filled by appointment of the governor.

SECTION 7. There is hereby appropriated out of any moneys in the general fund, not otherwise appropriated, a sufficient sum for the purposes of this act.

SECTION 8. This act shall take effect from and after its passage.

NEW PUBLICATIONS.

HISTORICAL ATLAS OF WISCONSIN. We have had the opportunity to examine carefully this work compiled and published by Snyder, Van Vechten, & Co., of Milwaukee. Besides maps of both Hemispheres and of the United States, it embraces a variety of maps of Wisconsin, and separate maps of all the counties in the state. There are plats of our villages and cities, portraits of our leading citizens, and views of public buildings, shops, hotels, and private residences in different portions of the state. The work contains a full general history of the state, and special histories of the counties. It has well-written treatises on the Topography, Geology, Climatology, the Flora, the Fauna, Educational History, Agriculture, Mineral Resources, Railroads, Lumber Trade, Banking, Commerce, Manufactures, the Public Domain, and the Health of Wisconsin. Brief biographical sketches of a few of our prominent citizens are included. The Atlas closes with a complete Postal and Railway Guide, and the latest statistics of the state.

The mechanical execution of the work is very superior. The labor in preparing the maps and the articles has been most conscientious and exact. The county maps and the village plats which we have studied, are correct and minute in their details. On the whole, the Atlas is the most perfect compilation of the kind that we have ever seen. It will prove an exceedingly valuable book for reference in all the State Departments, business houses, and leading schools of the state. It can be purchased of the publishers for $15.00 per copy.

GEOGRAPHY OF WISCONSIN. This is a supplement prepared by Prof. Albert Salisbury, of the Whitewater Normal School, for Monteith's Comprehensive Geography. It embraces eight pages of closely written and well arranged matter, such as is interesting to the pupils of our Common and High Schools. The accompanying map of the state is greatly inferior to Prof. Salisbury's treatise. Teachers from our Normal Schools who have used the work, speak of it in terms of high praise.

SALISBURY'S SKELETON MAPS. These are designed to aid in teaching both the History and the Geography of the United States. The Professor has used them for several years in his classes at the Whitewater Normal School; and has found them so useful that he offers copies of them for sale at the rate of $1.50 per hundred. Send for a circular giving the particulars.

THE SCHOOL-ROOM GUIDE. By E. V. DeGraff, A. M. Syracuse, N. Y.: Davis, Bardeen & Co. Price, $1.50.

The writer of this book is well known in New York and some other states as an institute conductor. If he is as apt and judicious in the institute as he is in his book, he is an admirable conductor, and we would suggest that our normal board get their eye on him, if they want some additional work done. The compact little volume before us, which can well be carried in the pocket, embodies the instruction given by the author at institutes, and is eminently calculated to help teachers in the practical work of the school-room. He puts it forth as an aid to the earnest, active teacher, not as a substitute for thought or industry. Hence, he presents each subject by the following philosophical method: First, there is a short introduction, followed by lessons. Then come directions, cautions, and a statement of the results to be secured. The work has to do mainly with the common branches, including drawing (which is as yet, unfortunately, an uncommon one), but discusses the subjects of recitation and the principles of teaching, disciplinary exercises and calisthenes, school organization, and school management. We do not know of any other book which contains so much matter directly useful to a young teacher, or an old one for that matter, as this. As a specimen of the way he puts things, we quote a paragraph on "Special Preparation for Reading:"

The teacher should carefully study the reading lessons; should be familiar with the pronunciation of every word, including its literal and its received meaning. He should give the pupils the history of the author and some of his prominent characteristics,—this will add to the interest. Should awaken thought in the minds of the pupils,—this will secure interest. It matters not how simple the lesson may be, previous preparation is indispensable. Previous study will add new power and generate better methods by means of which success will be insured. The teacher will become independent, self-reliant, and a law unto himself."

HUNTER'S HELPS TO HISTORY.—We have before us a set of cards prepared by Mr. Hunter to enliven the study of history, and advertised in the January num- of the JOURNAL. The adaptation is to the history of the United States. The young are often attracted by devices which mingle a little innocent pleasure with more serious work, which is the object of the "Historical Games" played with these cards, and we see that they gain commendations from the teachers, pupils and parents, where they have been used. Address, D. Eckley Hunter, Bloomington, Indiana.

IN A NOTICE of Monroe's Primary Reading Charts, in the February number, we omitted to say that a Primer for the children is published also, to go with the charts. It is paged in part to correspond with the charts. Now is the time to to look out for the comfort of the little ones who are about to grapple with the mystery of l tters for the first time. Address, F. S. Belden, 25 Washington St., Chicago, agent for Cowperthwait & Co., publishers.

INTERNATIONAL REVIEW.— The second number for the year (for March and April) has the following very attractive table of contents: Reminiscences of Alexander H. Stephens vs. those of General Richard Taylor, by Hon. Alexander H. Stephens, Member of Congress from Georgia, and late Vice-President of the Southern Confederacy; Elements of National Wealth, II., by Hon. David A. Wells, of Connecticut; The Mexico of the Mexicans, by Will T. Pritchard, F. R. S., F. A. S. L., of Mexico; Learned Women of Bologna, by Madame Villari, of Italy; The Method of Electing the President, by Hon. Thomas M. Cooley, Judge Supreme Court of Michigan, and Hon. Abram S. Hewitt, Member of Congress from New York; Modern Love, II., by Rev. Samuel Osgood, D.D., LL.D., of New York; The Relation of Morality to Religion, by Prof A. P. Peabody, D.D., LL.D., of Harvard College; Silver in Art, by Edwin C. Taylor, of New York; Imperial Federalism in Germany, by Baron Von Holtzendorf, Professor at the University at Munich; New York and Its History, by Gen. J. Watts De Peyster, of New York; and Contemporary Literature, including notices of Recent American, English, German, and French books. The book notices present a *resume* of recent thought on the leading topics of the day, and are a very interesting feature of the Review. The notices of foreign books are by competent foreign critics. The work is furnished on the following terms: Single number, postage prepaid, $1; six numbers (one year), postage prepaid, $5; volumes bound in cloth, $6; other styles of binding, to order. The volume begins with the January number. Subscriptions may begin at any time. A liberal commission is paid to canvassers. Arrangements have been made with leading periodicals by which they may be furnished to subscribers, with the International Review, at reduced rates. Communications should be addressed to A. S. Barnes & Co., 111 William Street, New York.

THE PRINCETON REVIEW, for March, contains: Limits to State Control of Private Business, by Chief Justice Cooley, Michigan; Design in Nature, by President Chadbourne, Williams College; The Ordo Salutis, by Prof. A. A. Hodge, Princeton Theological Seminary; Opening of the Synod of Dort, by Prof. Samuel M. Hopkins, Auburn Theological Seminary; Evil in Things Good, by Rev. Dr. John Hall, New York; The Bible and the Public School, by Rev. Dr. Samuel T. Spear. Brooklyn; Morality, Religion, and Education in the State, by Prof. Lyman H. Atwater, Princeton College; Dualism, Materialism, or Idealism? by Prof. Francis Bowen, Harvard College; No Preaching to the Dead, by Rev. Dr. Nathaniel West, Cincinnati; German Thought and Schopenhauer's Pessimism, by Prof Archibald Alexander, Columbia College; The Pontificate of Pius the Ninth, by Bishop A. Cleveland Coxe, Western New York; Shall the Keys or the Sceptre Rule in Germany? by Charles A. Salmond, M. A., Edinburgh; Evolution from Mechanical Force, by Rev. Dr. Laurens P. Hickok; and Contemporary Philosophy: Mind and Brain, by President McCosh, Princeton College.

These fourteen articles, in the second of the six numbers for 1878, indicate, in some measure, the tone and character of this admirable Review. Its object is to present, to the largest number of intelligent readers, articles entirely original, of the highest order and timeliness, from the best minds of this country and Europe, treating of the most interesting phases of thought in Theology, Philosophy

Politics, Science, Literature, and Art. It is published bi-monthly, at two dollars a year, or thirty five cents a number, postage paid. Address, Princeton Review, New York.

LITTELL'S LIVING AGE.—The numbers for the weeks ending March 23d and 30th, respectively, have the following valuable contents: Precious Stones, *British Quarterly;* The Telephone, *Westminister Review;* How the Turks Rule Armenia, by Dr. Humphrey Sandwith, of Kars, *Nineteenth Century*; Within the Precincts, by Mrs. Oliphant, from advanee sheets: Quevedo, *Gentleman's Magazine;* Benedict de Spinoza, *Nineteenth Century;* A ring of Worlds, *Cornhill*; Erica, translated for *The Living Age* from the German of Frau von Ingersleben; Lay Figures, *Examiner;* Macleod of Dare, by William Black, from advance sheets; The Mobility of Asiatics, *Spectator;* with choice poetry, &c. A new volume begins with the first number of April. For fifty-two numbers, of sixty-four large pages each (or more than 3,000 pages a year), the subscription price ($8) is low; or for $10.50 any one of the American $4 monthlies or weeklies is sent with *The Living Age* for a year, both postpaid. Littell & Gay, Boston, are the publishers.

THE ATLANTIC MONTHLY, for April, is a number of unusual interest. No recent magazine sketch has attracted more attention than "The Child of the State," and readers of the Atlantic will find in this number another story by the same author, "Saint or Sinner," as remarkabble in every way as its predecessor. On the principle, we suppose, of "set a poet to catch a poet," Mr. Aldrich writes delightfully of Omar Khayyam, the astronomer poet of Persia, whose striking "Rubaiyat" has recently been published in this country. Not to mention other attractive articles, "Lincoln's Triumph in 1864," is the last paper prepared by Hon. Gideon Welles. There is also an admirable critical article on the new novels, both English and American, with some timely hits at the multitude of the wishy-washy novels of the day. Published by Houghton, Osgood & Co., Boston.

NOTES.

THE institute at Mazomanie, Dane Co., enrolled 128 members. An earnest interest was awakened by Prof. McGregor, the conductor.

THE institute at Stoughton, under the management of Supt. A. R. Ames, numbered 130 members. The session is represented as very enthusiastic.

THE papers in Waupaca County speak of Prof. Robt. Graham as conducting a very profitable institute of about 100 teachers for two weeks at New London.

THE institute at Footville, Rock Co., under the management of J. W. West, the County Superintendent, numbered seventy-five, the largest held in his district for many years.

T. C. RICHMOND, Supt. of Green Co., writes that the eight weeks' institute organized at Brodhead, has already enrolled 152 members. About one-third of the year is given in this county to the institute work.

MANY of the papers in the state are now publishing accounts of the Winter terms of our village and country schools. In many instances, the names of the pupils who have not been absent or tardy are reported.

THE public school at Sun Prairie, Dane Co., under the supervision of Miss Hattie Salisbury, has gradually improved during the year. For the last thee months, the attendance of the pupils in the three departments has not fallen below 95 per cent.

A NUMBER of school districts in the state are borrowing money at seven per cent. interest from the state treasury, for the purpose of aiding in the erection of better school edifices.

PROF. F. O. BURDICK, the principal of the Public Schools at Geneva Lake, Walworth Co., has been compelled on account of ill-health, the result of over-work, to leave his position for the balance of the year.

THE common council of La Crosse have adopted the plans for a new High School building, costing $17,000, unfurnished, and proposed to erect it this season. They had previously purchased an eligible site for $6.000.

MISS JULIA E. BUTTERFIELD attended the high school at New Lisbon eleven weeks, the past term, walking three miles and a half every day, and was absent but one day, and was not late once in the time. She was a very diligent student.

THE school-house in the village of Merton, Waukesha Co., was burned on the night of March 7th. It is supposed to be the work of an incendiary. The loss is about $2,000. The district began at once to make arrangements to build another house.

THE Milton Junction Public School has been under the charge of Henry C. Curtis for the past two years; and the monthly reports of the attendance and deportment of the pupils in the Janesville *Gazette*, show a very encouraging progress in the school.

THE Palmyra *Enterprise* says: "We are pleased to note the fact that our village schools for the last two terms have been successfully managed by a competent corps of teachers, and with as much satisfaction to patrons and pupils as we have ever known in the same length of time."

ON the morning of March 29th, the two-story brick school-house in the village of Lodi, Columbia Co., was destroyed by fire. The building was valued at $10,000, and was insured for $7,000. It was erected nine years ago, and will, doubtless, be replaced by another this summer.

THE Public Schools of Madison closed Friday afternoon, March 29th, for a two weeks' vacation. In the different departments of the High and Ward Schools, literary and musical exercises were presented before quite large audiences, composed of the parents of the pupils and other friends of the schools.

THE Annual Report of Ex-Supt. Searing for last year has just come from the hands of the printers. It has been delayed, since the middle of January, by the large amount of work required of the printers by the Legislature.

WE have received further information in reference to the first public school organized in this state. Mr. Edward West, the teacher, graduated at 18 years of age in Washington and Jefferson College, Penn., and came immediately, in the year 1836, to Milwaukee, where he opened the school late in the fall. The school-house had just been completed, and was a wooden frame 26 by 40 feet in size, and a story and a half in height. The pupils of both sexes ranged in their ages from 10 to 25 years. As might be expected, the text-books were not uniform; and this fact was a source of trouble and great labor to the teacher. In the evening school, as mentioned in the February number of the JOURNAL, writing was taught principally, and to a large number of the scholars. This imposed a heavy tax upon the energies of Mr. West.

Judge Andrew G. Miller was a warm friend of the school; and Hon. Byron Kilbourn was the principal school officer. Prof. R. O. Kellogg, deceased, of Lawrence University, at Appleton, was a pupil in this school.

Mr. West left school-keeping, the following year, to engage in surveying – an occupation which he followed for fifteen years. He subsequently settled at Appleton, where he now resides.

SUPT. M. S. FRAWLEY, of Dane Co., has visited the past term, notwithstanding the deep mud of the winter, all the schools of his district – 130 in number. His institute also shows that he is an indefatigable worker.

THE Revised Statutes, which will be considered at the extra session of the Legislature, embrace the provision that each teachers' institute shall be held hereafter at least two consecutive weeks.

THE Annual Report of the Public Schools of Madison, for 1877, has just been issued. Among other items, it shows that the children of school age in the city, last year, numbered 3,926. Of these only 1,378 attended the public schools. But a closer examination of the statistics reveals the fact that of the 1,92 children, between the ages of seven and fifteen, 1,607 were taught in the schools, nearly 84 per cent. In the month of May, the principals of the several ward schools reported that they found only 57 of the whole number of the children in the city, who were neither at school nor at work, but who were spending their time in the streets. Would a compulsory education law secure better results?

THE teachers of New York state are urging the officers of their State Teachers' Association to hold, as we do in Wisconsin, the next annual meeting near the beginning of the summer vacation in July, instead of the middle.

An intelligent teacher in Shawano county asks: "Why can we not form a Teachers' Union in this state, somewhat like the 'Printers' Union.' It would go far towards rooting out incompetent and worthless teachers."

One of our wide-awake teachers wrote us, some time ago: Allow me to say, for your encouragement and by way of appreciation, that I think the last [the February] number of the Journal the best yet published. Long live the Journal.

Supt. MacAlister, of Milwaukee, has forwarded, under the direction of the common council of that city, his school exhibit for the Paris Exposition. It consists mainly of the Centennial contribution, which embraces 123 quarto volumes, with about 30,000 examination papers of the pupils. It is supplemented with several volumes of the recent work of the schools, principally in composition and drawing.

The principal of the Necedah Public Schools, J. H. Gould, who seems to be a practical, working sort of man, notifies parents of the time and subjects of the examinations their children are to pass, invites their presence, and follows up the invitation in this wise:

By visiting schools during examinations and reviews, pupils, knowing that their success or failure will be witnessed by others, will be made anxious to avoid the latter and attain the former.

In the primary department of a graded schoo in the central portion of our state, we recently found a small museum which the children had made. It was composed of the materials found in the neighborhood, such as mosses, ferns, pine cones, minerals, pebbles, Indian stone knife, etc., all finely arranged. Cannot the idea expressed in this collection be used by thousands of our wide-awake teachers in the summer schools? Let them induce the children to gather common and curious specimens of plants, insects, stones, fishes, birds, etc., and arrange them on a table, or on shelves in the school room.

At a meeting of the Pierce County Teachers' Association, at Trimbelle, February 9th, a Library Association was organized, and a constitution adopted. Admission, $1.00; quarterly dues, twenty-five cents. The officers are as follows: President, G. G. Williams, Trimbelle; vice presidents, A. Rosenberger, Ellsworth, J. W. Gordon, River Falls, H. W. Cornelison, Trimbelle, O. P. Whip, Rock Elm Centre; secretary, Annis Beattie, Ellsworth; treasurer, H. S. Baker, River Falls; corresponding secretary, Ada Moore, Trimbelle; librarian, A. Rosenberger, Ellsworth. Let other counties follow suit.

There are now about 850 Normal Schools in Europe, the British colonies, and British India, the latter having 104.

Secretary Northrup, of the State Board of Education in Connecticut, is doing an excellent work in encouraging the planting of trees around the country school-houses of his state. Just now he is distributing thousands of scions from the variety of willow known as the Salix Babylonica.

E. Steiger, 24 Frankfort St., New York, the publisher of the Cyclopedia of Education, is issuing a very valuable series of papers on education. The first eighteen numbers have been received and examined. They are written by prominent educators in this country and in Great Britain, and cover some of the most practical questions in education at the present time. Fifty cents will secure the first run of 600 pages.

The first Normal School was founded in 1861 by the Abbe De la Salle, canon of the cathederal at Reims, and sixteen years later a teacher's class was opened in connection with an orphan school at Halle, the pupil-teachers receiving two years' training under the headmaster, August Herman Francke, under whom the system developed surprisingly, and soon received the invaluable support of Frederick the Great. Other Normal Schools were opened in Hanover, Austria, Switzerland, France, Holland, Belgium, and, about forty years ago, in Great Britain, whence they have extended into nearly every civilized country.

Massachusetts was the first state in the American Union to establish Normal Schools, of which there are now 137, with over 29,000 pupils and over 1,000 instructors, Ohio and Pennsylvania each having twelve schools, while New York state has nine, Illinois and Missouri eight each, and Massachusetts seven. The largest number of pupils are in New York, however, where there are 4,158. The necessity of such schools needs no other enforcement than a few statistics relating to education in the United States. Nearly 9,000,000 scholars are enrolled in the public schools. Nearly 5,000,000 are in attendance daily, and about 231,000 teachers are employed, including 133,000 women.—*Harper's Mag.*

WISCONSIN

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MILTON COLLEGE.

In 1844, a school of an advanced grade was established by Hon. Joseph Goodrich, in Milton, and was for many years largely supported by his generosity. It was among the first four or five academies founded in this state, and it had its share of patronage and did efficient pioneer work in education. In 1855 and 1857, larger and more commodious buildings were erected for its use; and in 1858, the present Superintendent of Public Instruction became its principal. Under the name of Milton Academy, the school became widely and favorably known, and obtained a large patronage from Rock and adjoining counties. The number of students considerably increasing immediately after our civil war, and many desiring greater facilities for mental culture and a wider range of studies, a college charter was obtained for the school in 1867. At this time the main building was enlarged, and a short time thereafter a small endowment was pledged.

Since its reorganization under its new charter, like most of the new colleges of the west, it has still maintained a preparatory department, and given instruction largely to those that did not contemplate a liberal education. In this way it has endeavored to meet the demands made upon it by its patrons for a high school, a normal school, as well as a college. It has three courses of study, a classical course of six years in length, two of which are preparatory and four collegiate, corresponding substantially with that of neighboring colleges; a scientific course in which students may elect French and German instead of Latin and Greek; and a normal course that embraces most of the studies excepting those in ancient and modern languages. A majority of the students remain but a few terms. They enter college to obtain a more thorough knowledge of elementary branches; to qual-

ify themselves better for business, or to prepare for teaching in the public schools. Many however with these purposes are led by the examples of classmates, and by a love for study, and by an ambition for college honors, to remain until they have reached a bachelor's degree. A majority elect the scientific course, either from natural aptitude, or because it is less severe. But most of these pursue to a considerable extent the study of the Latin language. A minority study Greek. The institution, however, encourages a more general study of the classics. With better facilities and larger means, it hopes to promote a more liberal culture, and reach more nearly its ideal of what a college should be.

A clearer idea of our work can perhaps be obtained by a brief statement of the classes organized during the winter term lately closed. We had in attendance one hundred and sixty-eight students. Not far from one-third of these pursued the study of the common branches, such as Arithmetic, Geography, English Grammar, and the History of the United States. Fully one-third studied the higher mathematics in classes in Algebra, Geometry, and Mechanics. Nearly the same number were in Latin classes, either in the grammar, the reader, Cæsar, Virgil or Tacitus. Above thirty were distributed through four classes in German. There were large classes in Physiology, Natural Philosopy, and Physical Geography. These, with classes in Greek Grammar, Xenophon's Anabasis, and Thucydides, in Logic and Moral Philosophy, and in Vocal and Instrumental Music, gave employment to seven professors and teachers, and required besides, some assistance from the more advanced students. The winter term generally has the largest attendance and the greatest number in the common branches. The average attendance during this year is very nearly one hundred and forty, of which more than one-third are classified as college students.

The first college class graduated was that of 1870. It consisted of two. Thirty-three have graduated since. The class of 1878 has six. Besides these, about as many more have graduated from the normal course. Most of our graduates become teachers. They take responsible positions in high schools, normal schools and other seminaries of learning. The aim of the institution has been to foster an educational spirit. While it has not been unmindful of the fact that it was to some extent under the patronage of a religious denomination, and has endeavored to form a zealous but liberal christian character, as fundamental to usefulness and a successful life, it has sought, both

by example and precept, to make of its students wide-awake and thorough teachers. Its success in this respect justifies, in the opinion of its friends, its establishment.

The maintenance and success of the college has been dependent so far, in a great measure, upon the generosity and untiring activity of a few persons. Its buildings, though small, have met its most pressing needs. The students room and board largely in private families. Its small endowments compel its faculty to do double work at meagre salaries. It has an insufficient chemical and philosophical apparatus, but a larger geological cabinet, and a respectable beginning of a library. Like most colleges, it has made a small beginning with limited means. But it hopes by indefatigable industry, and a longer continuance of self-denial, by a wider patronage and a more general demand for liberal culture, and by greater endowments and increased facilities, to do greater things. ALBERT WHITFORD.

A FOURTH RAMBLE IN THE WORLD OF WORDS.

The English seems to be a far more heterogeneous language than it really is, because derivatives from the same stem are no longer recognized as kindred. The specialization of the meaning of words also gradually obscures the etymology. For instance, *brick* originally signified a piece broken off—a small piece,—a derivative of the verb *break;* it has now become so specialized as to denote only small masses of burnt clay, or figuratively, masses of anything in a like form: so we speak of silver *bricks.* Words of Saxon origin have generally suffered most in this way, but the same process has affected those of Latin origin.

As an example, take the verb *Carry.* It comes to us from the Low Latin *carricare.* From this word came the nouns Car, Chair, (Fr. Chaise, Eng. Shay,) and the diminutives Chariot, Cart, Carriole (Eng. Carryall.) A *chair* was originally a thing to be carried in, and not to sit down in. The word is so used in Pepys's Diary, as well as to denote a chair of state. So in Pope's couplet:

> "Think what an equipage thou hast in air
> And view with scorn two pages and a chair."

So also a *chairman* is either one who occupies the chair of state, or seat of honor, or one who carries a chair; as,

> "Troy chairmen bore the wooden steed."
> "Instead of paying chairmen, run them through."

Car, Cart, and Chariot were used with little discrimination. Chaucer describing the oratory of Mars in the Knight's Tale says: "The statue of Mars upon a Carte stood."

Describing "Ligurge the Grete Kyng of Trace," he says:

"About his char ther wenten white alauntz."

In Mallory's King Arthur, Sir Launcelot said: "Tell me, carter, what shall I give thee for to suffer me to leape into the chariot" as "there came by a chariot, the which came thither for to fetch wood." So Shakespeare "Like captives bound to a triumphal car." *Car* is now almost wholly restricted to the denotation of a railway carriage; *chariot* to denote some highly ornamented conveyance; *cart* has been degraded to denote a vehicle with two wheels used for conveying heavy burdens; or, in its true sense as a diminutive, to denote a small vehicle, as a baby-cart: while *chair* now means something to sit in, for which the Saxon word was *stool:* we still refer to the original difference in their construction by the prepositions used with them, as to sit *in* a chair, to sit *on* a stool.

The same discrimination is seen in the French, in which tongue *chaise* denotes both a chaise and a chair, while *chaire* denotes a pulpit or chair of state. The English took the word *chaise* before it had any other meaning than a vehicle. As the *chair* had two bearers, so the *chaise* has two wheels. This word is used in English in both forms *chaise* and *shay:* as in Holmes's "wonderful one-hoss shay."

Carriage, denoting a vehicle, comes from the French *caroche;* denoting behavior, from the verb directly. *Cargo*, that which is carried, is from the same verb through the Spanish. The French form of the word is *charge*, which has a variety of meanings, all, however, derived from the original meaning *to load.* To charge a man with fault is to make him bear the burden of it "Lay not this sin to their charge." To charge an account is *to carry* it to the Ledger. The *charge* of a gun is what it will carry. A judge *charges* a jury — lays upon them his instructions. A *charger* is a platter. "Give me here John Baptist's head on a charger." A war horse is also a *charger*, as it carries the soldier. A rush of men — like the sweep of a troop of horse is a *charge.* A *charger* is also an implement to *charge* a gun.

We have one form from this stem directly from the Italian — carricature — an overloaded or overdrawn picture, calculated to lay upon its victim a burden of reproach. For the honor of our race we are glad the practice is of foreign origin.

A similar series of words may be taken from the Saxon portion of our language.

From the A. S. *wegan (agitari, vacillare)* we have three distinct words, all, however, modifications of the original meaning — to weigh, to wave, to wage. The original meaning of the word as shown above is motion to and fro — a vibrating. It is allied to the Latin *vagor*. *To weigh* is to hang a body so that the scales move up and down. So the Latin *pondus*, weight, is from *pendere*, to hang. *To waver* is to move to and fro: used metaphorically of mental states. A *wave* is a body of water in motion up and down. As the scales bear the weight, a secondary meaning is to carry; hence *wage* to carry on, as to wage war. The same stem appears in the colloquial forms to *wag*, diminutive *wig*-gle, denoting motions to and fro.

The noun-series presents similar variations: *weight, wave, way, wagon, wain, wedge.* Weight and wave refer to the original idea of vibrating motion; the other forms refer to the secondary idea of carrying — as wagon, that on which something is carried; wedge, that which lifts or puts in motion; way, that along which something moves, as the *ways* down which a ship is launched.

With an intensive prefix we have *sway, swedge*, and probably *swivel*, a joint which allows a chain to turn freely both ways.

Another series may be of interest:

The Saxon verb *agan*, to own, pres. indicative 1st person ic ah *I own*, has passed to the meaning *I owe.* This is a preteritive verb, and has formed a weak preterite, *ahte* — in English *ought.* We have, then, three forms *own, owe*, and *ought*, from the single Saxon verb. The verb signifies what is personal to one — 1. What he has in possession or *owns;* 2. What he has of obligation to another, or *owes*, as the money we owe to another; 3. What one has of obligation in a moral sense, denoted by the word ought. From the idea of possession, comes the noun aught, or whit — that which may be owned, any thing. The negative form of the noun is naught or nought: the adjective derived from this noun, *naughty* has acquired a peculiar moral sense — the manners of a man who has nothing, in a moral sense — who does not do what he *ought.* Speaking of the peaceful state of England under William the Conqueror, the *Chronicle* says: "An man the himself aht waere, miht faren ofer his rice mid his bosom full goldes ungedered"; a man who was any thing (who was not naughty i. e. who behaved himself) might fare over his kingdom with his bosom full of gold unharmed.

This discussion must show the profit to be gained from an etymological study of our mother tongue. STEPHEN H. CARPENTER.

SHALL THE STATE SUPPORT HIGH SCHOOLS?

It seems that the question is being raised in different parts of the country, whether it is proper for the state to maintain High Schools. If one should look into the subject with care, he would find that the opponents are more numerous than he suspects, and that, if they could organize, they might make their opposition quite seriously felt. Those who raise the question and range themselves with the opposition, are actuated by various motives, but all employ substantially the same arguments. Passing over these arguments, I wish to lay down the broad proposition that the state has the same right to maintain High Schools that it has to maintain Primary Schools; that it has to maintain a Military or a Naval School. The opponents of High Schools generally admit, I think, the right of the state to maintain Primary Schools, and thereby they admit the whole question at issue. If the state has a right to tax me to support a Primary School, she then has the indubitable right to tax me to support a High School, on the same principle, whatever that principle may be. If the state may assume the right to educate at all, she may assume the right to prescribe how far the education shall be carried.

She may lay down the limit in the organic law, and she may assume the entire management of the schools, or she may grant chartered privileges to certain localities, prescribing the minimum or the maximum amount of education. It is not a question about high or low taxes, nor a question of economy; but the plain question is, has the state a *right* to interfere at all in matters of education? To deny that right is to deny her right to establish and maintain reformatory institutions. To deny her right to educate the children at all is to deny her right to exercise any control over the morals of the young. To deny her right to educate at all would be a denial of her right to maintain military and naval schools, to educate the blind as well as the deaf and dumb, and to organize and support an educational department in the schools of reform. We are forced to admit, then, that the state has a right to assume the education of the young; and, if to assume it at all, to prescribe the extent to which it may be carried. If there is a fallacy in my argument, I should be glad to have

it pointed out. If there *is* no fallacy, then it is perfectly competent for the state to organize and maintain schools of any grade whatever.

I go so far as to say that High Schools are as necessary as Primary Schools. There are various departments of labor, some requiring more intellectual training than others, and it is as much incumbent on the state, and she has as much *right*, to train boys and girls for these higher departments as for the lower. I know that it is a debated, if not a debatable, question how far the state may exercise and put in force a protective spirit. It is her duty to conserve and protect civilization, while at the same time she protects individual rights; but it may be a question how far individual rights should interfere with the rights of the state. This is a point I will not argue.

Children, however, are not educated simply to fit them for this or that sphere of labor, but that the community may be civilized, refined, exalted in morals, and that humanity may be advanced. The difficulty in arguing this question is the tendency to take simply a utilitarian view of education, without any regard to its moral, refining, civilizing. and humanizing effect. High Schools may be conducted in such a manner that this civilizing and moral effect shall be very great, far greater than that of any lower grade of school. We often hear the expression "a liberal education." That is just the kind of education that High Schools aim to give; an education that shall set the mind free from superstitious notions and vulgar prejudices, enlarge its power of comprehension, give it scope and discipline, cultivate the affections, improve the morals, refine the feelings, impress and illustrate man's relation to man, prepare the recipient of this education to be a good, useful and honorable member of society, as well as a skillful workman in whatever department of labor he may be called to act his part in life. B. M. REYNOLDS.

A STOCK OF GOOD INTENTIONS.

At the last Institute an attendant remarked, in a discussion on theory of teaching, that a teacher, before entering on a new term of school, should accumulate a stock of good intentions regarding it. Questioned as to what she meant by this statement, she explained that by "good intentions" she meant that the teacher should resolve to make the term of school then commencing a better and more profitable one than any she had yet taught, and, if possible, a better one than had

been taught in the district. The management should be of a better kind, calculated to remove disorder, idleness and vice. Discipline was to be administered with a view to benefiting and reforming offenders, and not in a hasty, vindictive spirit. Good will toward pupils was to be manifested to induce them to regard the teacher as a friend and guide, rather than as a arbitrary assigner of tasks and dispenser of punishments. Methods of teaching different topics were to be found and considered, with a view to making the work practical, efficient, and up with the times. The teacher was to prepare each lesson so as to attend to its recitations intelligently and attentively, without being tied to a text-book. The school-furniture, grounds, and books were to be objects of care and inspection, and a regard for them and their care as public property was to be inculcated, in hope that pupils would no more deface them than they would similar property at home. School behavior, or manners, was as much a subject for good intentions as any thing else she could think of. Pupils should be trained to regard the rights of others, to be courteous in speech, and respectful in deportment. This should not be merely among the pupils alone, but to extend to all callers and passers. The little cliques and "our sets" were to be discouraged, that all might meet on an equal social footing. Neatness of person, dress, and room were to be kept in view, and making the school-room cheerful and attractive should have suitable effort; while pure air and proper warmth, as avenues to health, to study, and to knowledge, were second to few on the list for good intentions. School attitudes, as relating to health and appearance, were worthy of consideration. The morals of pupils should be the permanent subject for good intentions: all the more so as it usually occupies a secondary station with some teachers, who think their task completed when they have heard the routine of memorized, *but not understood*, lessons they have *carelessly assigned*. The thoughtless mischievousness of childhood in some, and the precociousness of vice in others, need watching and restraining ere they obtain the mastery and bias for all time, over those who, if once tided over a few dangerous years, would prove useful and honorable citizens.

Teachers, how many of you have accumulated, or even thought of a stock of good intentions for the terms you are commencing? Would your school be any the worse should you have such a stock? Have you ever thought of the permeating influence for good it would have through all your efforts, through the bright, cheerful days when every thing seems to go aright without apparent effort, and through those

gloomy wintry days when all seems blue, both indoors and without? Which do you suppose are our successful teachers, those who go animated by resolves such as this teacher enumerated, or those who go to their schools uncaring whether this term leaves their pupils better or worse for their presence there? With one class or the other you must place yourself, and it is safe to say that as your choice is, so will be the measure of your success. *Wishing* to do well will end in *doing* well; and a lazy, criminal indifference to good intentions will ineradicably stamp *failure* upon the terms you *mis*name in saying you *taught*.

Sauk Co. J. T. LUNN.

BEAUTIES OF VARYING STANDARDS OF MEASURE.

[The following information has been obligingly furnished us by Mr. J. T. DODGE, of Monroe, who takes a deep interest in the universal introduction of the Metric System:]

TABLE OF LENGTHS OF THE "FOOT" IN DIFFERENT COUNTRIES, IN ENGLISH INCHES.

England,	12.00	Baden, Zurich and Berne,	11.81
United States,	12.00	Tuscany,	11.94
Riga,	10.79	Gibraltar and Ionian Isles,	12.00
Spain, Mexico and Canaries,	11.128	Norway and Denmark,	12.353
Amsterdam,	11.144	Prussia,	12.357
Saxony,	11.148	Austria and Bohemia,	12.445
Brunswick,	11.28	Moscow,	13.18
Antwerp and Hamburg,	11.275	Portugal,	13.33
Dantzic,	11.300	Turin,	13.488
Bremen,	11.38	Russia,	13.75
Bavaria,	11.48	Poland,	14.032
Hanover,	11.49	Milan,	15.62

The foregoing table shows the impossibility of obtaining reliable and accurate information where a word has such variety of meanings.

TABLE OF LENGTHS OF "MILE," IN ENGLISH YARDS.

England and United States,	1,760	Prussia,	8,238
Bremen,	6,865	Austria,	8,297
Saxony,	7,432	Switzerland,	8,518

Other measures of length and volume are almost equally confused, while the units of weight in different European countries have been so numerous and uncertain as to occasion the most serious embarrassment to business. Even in this country the word "quart" has four different significations. The word "pound" has two, "ounce" two, "ton" two, while the word "bushel" has a great number.

The only method whereby one may describe quantities either of length, weight, or volume, with the certainty of being understood in

all civilized countries, and without the danger of being misunderstood, is to use the language of the Metric System, in which each word has a single and definite meaning.

SELECTED.

MEMORIZING.

A certain grammar student who had correctly repeated the portion assigned, when asked, "George, what do you understand by what you have repeated? Show its meaning or application," replied, "I do not know what it means, and can do nothing with it." Several trials of others ensued with like result. All could recite verbatim, but very few were willing to claim that they thought they really knew what was meant by the words used. Since then, when visiting schools, I have sometimes asked pupils who were glibly repeating something, "What does that mean?" or who have brought up an example in which the same idea was embodied in different form, and in too many instances the replies denoted very little or no comprehension of what was meant. A pupil defined, "An Interjection expresses emotion." When asked what she understood by the word emotion, she said she did not know, and the teacher could throw no light on the matter. Another who had just been notating and numerating into trillions and quadrillions, when asked how much a thousand is, said she did not know; questioned further, she did not think she could count a thousand, or, if she could, it would take her a very long time. I asked her whether she could count a hundred. She said she could; "And then another hundred?" "Yes;" "And another?" "Yes." "Would it take you long to count a hundred?" "No." "And could you not soon count another and another hundred up to ten hundred?" "Yes." "What other name do you know for ten hundred?" "I do not know." When told to look in the book at a certain place, she seemed much pleased to know that *she* could count a thousand, for the arithmetic said ten hundred, which she could readily count, made a thousand.

At teachers' examinations we have given, "Define arithmetic and explain or illustrate your definition." Most answers would state: "Arithmetic is the science of numbers and the art of computation;" but not one in five made an attempt to explain *science, numbers, art* and *computation*, without a knowledge of which the repetition of the

words of the definition is the merest clap-trap. In grammar we hear of inflection, inflected words, etc., and on requiring the inflected words in a certain sentence to be indicated, but *very few* indicated the whole of the proper words, and some stated that "inflection is a rising or falling slide of the voice," and they had been striving to find where such were needed in my sentence as an answer to grammatical inflection. The assertion may be hazarded that half our pupils leave school thinking that the word *inflection* always pertains to slides of the voice in reading and speaking. Many would say that infinite as applied to verbs had nothing to do with infinite as applied to number, space, etc.

Too much is it the practice to accept repetition of words as denoting the possession of a knowledge of the subject, and the ability to handle it effectively. We wish to call the attention of teachers, especially the younger ones, to the need of some other test additional to mere memorizing and repeating to determine whether the pupil has studied his lessons to the right purpose. It is not necessary that he learn all the whys, wherefores, and history of what is brought to his attention, but that he thoroughly understand enough to know what he is talking about, and such methods of securing and testing such comprehension should be studied by the teacher as will best suit the character of his pupils and topics. Unless memory and comprehension go together, the former will fade or remain to little purpose as an educational agency. We are not objecting to memorizing rightly directed, but only to misdirected memorizing, which comprises a large portion of what is done. It is often easier for the conductor to listen to what has been committed, and to look at a book to see whether repeated correctly, than to test, exemplify, and lead further; and unless these latter be done, the teaching is of the poorest character and the wages half earned. Much repetition and many reviews must follow to fix the impressions made; many teachers failing just here by crowding many good, and at the time comprehended ideas, which simply crowd each other out in succession, because they were not used enough to effect a lodgment.

Principles should be studied more than words, and should be so well known that they will be detected, though clothed in a strange garb. Teaching should be such that future pupils will not say as one young teacher did: "I do not like to work in Robinson's Arithmetic, because I always used Ray's, and their problems are not alike;" or think as a few do, that grammar can not be grammar unless sanctioned by Kerl or Greene.—J. T. LUNN, in *Baraboo Republic.*

HINTS TO TEACHERS.

[We find the following hints in a circular issued by the industrious and methodical Superintendent of Richland county, Mr. D. D. PARSONS:]

CLASSIFICATION.—Make as few classes as possible, and thereby do more thorough work. If the books are not uniform, do not waste time by teaching from each book, but take up a subject and teach it. Give each pupil all he can do, but never more than he can do well. No pupil is capable of reciting eight or nine recitations a day; five should be the utmost limit, and four is much better. Pupils that are capable of reading readily should study at least three branches.

READING.—Give short lessons and require thorough ones; have the pupils read intelligently, without hesitation, drawling, or mumbling; drill them on the pronunciation of commonly mispronounced words; have the pupils spell by sound and mark the letters; consult the dictionary every recitation; have an objective point to be reached in each recitation; this you cannot have unless you make a thorough preparation for the recitation. Primer and first reader should be read four times each day; second and third twice each day; and the fourth once.

WRITING.—Teach this exercise thoroughly, practically, and systematically. Commence to form letters properly when the pupils begin to learn them. Learn the construction and analysis to a certain extent. Devote at least fifteen minutes each day to this exercise, never omit it. Collect the writing books, pens, and ink, at each recitation.

SPELLING.—Written spelling exercises should be required in each grade. Do not waste time in spelling words the pupils know nothing about, or in drilling on those that nobody misspells. Drill the larger pupils on the analysis of the words. Consult the dictionary. Spelling lessons should be selected from any and all of the books used in the school. Never leave a common word of difficult spelling until all can spell it readily.

ARITHMETIC.—Give the pupils many original problems, and have them make many for others to solve. Omit all that is not practical. In the primary, teach them to be accurate and rapid. When teaching a certain subject in practical arithmetic, teach the same in intellectual. Drill them on the business papers, such as notes, bills, accounts, drafts, contracts, etc.

GRAMMAR.—Commence with the sentence of two words; tell what they are. Add properties; tell what they are. Pupils bring many original examples. Pencil and crayon should be used constantly. The written work should be criticized and corrected. False syntax receive constant attention. First class: special work; classes of sentences, use and abuse of verbs, adverbs, conjunctions, and prepositions. Second class: special work; classes of sentences, use and abuse of nouns, pronouns, and adjectives. Teach this branch by some common sense method. If you do not have a Swinton's Language Lessons or Primer, it would be well for you to have one for your own use.

RECITATION.—Do not tell pupils what you know, but by judicious questioning ascertain what they know. Keep the attention of every pupil. Keep all at work, some with slate, some at the board, and some orally.

INDUSTRIOUSNESS.—Make school a place of business; almost anything is better than idleness. To keep them employed all of the time is your duty to yourself, the parents, the children, and the state. Keep in view the fact that idle boys and girls make the lazy and worthless men and women. To keep up a thorough interest in your school, thereby removing laziness and idleness, is your duty. To keep up a thorough interest in your school requires constant work on your part. Make a daily preparation for each and every exercise; from two to four hours would not be too much time for you to use daily in preparation and study, outside of school hours. Nothing will compensate you for a neglect of this. The only true method of school government is to keep all employed every moment in something useful. Idle hands are the mischievous ones. You can keep them employed if you work for it. If you do not have them employed, your school will be a failure, and your teaching or "school keeping" will be a disgrace to you. Have a point to make in each recitation, and make it. Never permit a pupil to leave the class without fixing some fact on his mind. Draw out from the pupil what he knows about the lesson in preference to telling him what you know. Never ask pupils to recite definitions or rules until there is a pressing necessity, and then have them recited in words they can understand. Point out the principal points in assigning lessons, and have them study them thoroughly. Success is yours if you will it, which is to your credit, but failure is to your disgrace.

MULTIPLICITY OF SCHOOL BOOKS.

A great mischief, — I use the word *mischief*, because it implies a certain degree of wickedness,— a great mischief is suffered in the diversity and multiplicity of our school books. Not more than twenty or th'rty different kinds of books, exclusive of a school library, are needed in common schools; and yet, though I should not dare state the fact if I had not personally sought out the information from the most authentic sources, there are now, in actual use in the schools of this state, more than three hundred different kinds of books; and, in the markets of this and the neighboring states, seeking for our adoption, I know not how many hundred smore. The standards in spelling, pronunciation, and writing, in rules of grammar and processes of arithmetic, are as various as the books. Correct language in one place is provincialism in another. While we agree in regarding the confusion of Babel as a judgment, we unite in confounding it more, as though it were a blessing. But is not uniformity on these subjects desirable? Are there not some of these books to which all good judges, on comparison, would award the preference? Could they not be afforded much cheaper for the great market which uniformity would open, thus furnishing better books at lower prices? And why not teach children aright the first time? It is much harder to unlearn than to learn. Why go through three processes instead of one, by first learning, then unlearning, and then learning again?

This mischief grew out of the immense profits formerly realized from the manufacture of school books. There seems never to have been any difficulty in procuring reams of recommendations, because patrons have acted under no responsibility. An edition once published must be sold; for the date has become almost as important in school books as in almanacs. All manner of devices are daily used to displace the old books, and to foist in new ones. The compiler has a cousin in the town of A, who will decry the old and recommend the new; or a literary gentlemen in the city of B. has just published some book on a different subject, and is willing to exchange recommendations, even; or ne author has a mechanical friend in a neighboring town, who has just patented some new tool, and who will recommend the author's book, if the author will recommend his tool! Publishers often employ agents to hawk their books about the country; and I have known several instances where such a peddler,— or picaroon,— has taken all the old books of a whole class in school in

exchange for his new ones, book for book,— looking, of course, to his chance of making sales after the book had been established in the school, for reimbursement and profits; so that at last, the children have to pay for what they supposed was given them. On this subject, too, cannot the mature views of competent and disinterested men, residing, respectively, in all parts of the state, be the means of effecting a much needed reform? — *Horace Mann, in* 1837.

SCOLDING TEACHERS. — A few teachers — we are glad the number is small — have formed the habit of scolding the pupils for every little thing that goes wrong. They seem to think that the only way to maintain their authority, and to increase the energy of the pupils, is to find fault continually. If the school is noisy, the teacher scolds; if a boy drops his slate, the teacher scolds; if a little girl fails in her lesson, the teacher scolds. Such expressions as "I never saw such a noisy school," "Why do you make such a noise?" "Why don't you hurry up?" and the like are continually heard. The teacher may not, and probably does not know that this is scolding; but to the pupils the fact is painfully evident. This is wrong, all wrong. A scolding teacher rarely governs a school well, and many a pupil has been so discouraged by such a teacher that he has relaxed in his honest efforts to do well, and has become careless and dull.— *Supt. Mahoney, Kenosha Co.*

GOOD SCHOOLS.— A good school is not a grand building, or a set of nice furniture, or a series of text-books selected by the committee, or a programme of studies made up by the superintendent; and all these things put together, though each were the best of its kind, would not make a good school. For a good school is a man or a woman.

As a profession, teaching school should be as much honored as preaching. The schoolmaster should rank with the minister. The profession should never be chosen from mercenary motives merely, or by any persons except those who enjoy teaching, and who deliberately propose to be satisfied with a modest but honorable living. It offers no money prizes, and young persons of vigor and talent should be induced to enter it by its stability and peacefulness, and by the social consideration which should attach to it.

A poor school is a dear one at any price. Whatever else the city or town may deny itself, let it not deny itself good schools, or impair the efficiency of those it has. No retrenchment that injures the school is true economy.— *Pres. Eliot.*

CRITICISM ON OUR COMMON SCHOOLS.—Our common schools give the keys of knowledge to the masses of the people, and have long been regarded as the foundation of our free institutions. The people watch them with a jealous eye. They contribute liberally to their support and expect "value received." All agree that in the main they are doing good work, but like every other human institution of this nineteenth century, there is room for improvement. Probably nine-tenths of the children of the state are prepared for their duties as citizens in our common schools. The average school life of each child does not exceed forty months. His schooling is necessarily limited, and it is therefore wise to husband his energies, to give him the best possible preparation for his duties as a citizen in the time limited. This is the common school,— the ideal towards which our educators are working. But it is well to notice some of the stumbling-blocks which stand in the way:

1st. Owing to the frequent change of teachers and lack of a complete system of records, much valuable time is lost at the beginning of each term.

2d. Studies are often pursued in obedience to the whims of the teacher or caprices of the child, without any direct reference to their bearing upon the welfare of the school or *his* duties as a citizen.

3d. That the greatest amount of work may be done in the shortest time, there must be uniformity of action and unity in plan. The child's time is precious. His energies should not be wasted in fruitless channels of thought.— *The Northwestern.*

SCHOOL GOVERNMENT.—Teach the pupils to do right. Do not wait until they have done wrong and then try to reclaim them, but adopt a few wholesome rules and regulations for their government. Try to have the pupils adopt their own rules. Would report to the board the rules adopted, and endeavor to obtain their support in maintaining them. Consult the board frequently to obtain their wishes in the management, discipline, etc., of the school. Recollect you are the immediate servant of the board, and not the master. Repress insolence, and correct each and every wrong whenever committed. You are responsible for the care of the property; examine it frequently. Have the pupils take good care of their books. Govern the large pupils thoroughly. Rely on moral suasion as such as possible, but do not hesitate to use a due amount of force, should that fail.—*D. D. Parsons.*

HOW TO USE THE DICTIONARY.

That scholars should be encouraged to use the dictionary to ascertain the meaning and pronunciation of words will be readily admitted by all. Even the most ignorant teacher who keeps the school in Sleepy Hollow, knows that it is a waste of time to commit words without at the same time learning their meaning. But while this will be readily granted, we are of the opinion that few teachers have ever shown their pupils how to use this most valuable of all school books. We have already spoken of the necessity of teaching the sounds of the letters, and the diacritical marks used in the dictionaries to represent these sounds. It will be found a profitable exercise to practice scholars in reading words from the dictionary, until you are satisfied they can pronounce correctly any word which has its accent and sound properly marked.

But very many children do not know how to find the words they are looking for, and need instruction and drill on this point. Explain to them, first, the use of the words placed in large type, as guides, at the top of each page; then, that the alphabetical arrangement extends to every letter in the word as well as to the initials. For instance, *broad* will be found, of course, in the B's; it will also come after *ball*, *blue* and *bone* — because in the alphabet *a*, *l* and *o* precede *r*. When you get to the *B'rs*, it will follow *braid* and *brine* because *o* follows *a* and *i;* but it will be the first word in *Bro*, because *a*, its fourth letter, is the first letter of the alphabet. This seems an exceedingly simple matter, but many children old enough to use the dictionary are ignorant of it. After this has been mastered, there are other difficulties. Some child will tell you, with an injured look, that *calculating* isn't in his dictionary. It becomes necessary, then, to explain that an inflection does not form a new word. That in the small dictionaries verbs are given in the 1st, sing., pres. ind.; nouns in the nominative singular; adjectives in the positive degree. Children who have not studied grammar can easily be made to understand this without using grammatical terms, by giving them a few examples, as: "You will not find *calculating* or *calculated*, *burned* or *burning*, only *calculate* and *burn*. You will not find *horses* or *generals*, only *horse* and *general*. The dictionary gives *large* and *pretty*, but not *larger* or *largest*, *prettier* or *prettiest*. Children begin to generalize before they can talk. Nothing is easier for them than to deduce a rule from a few examples; although, of course, they do not put it in words; that requires far maturer

powers. Next you must show that in the case of irregular grammatical forms, as: *am*, *was; goose*, *geese; bad, worse*, all the forms are given. Scholars who know something of grammar should be taught to observe the small italic letters between a word and its definition, which indicate the part of speech, etc.

So much for the use of the body of the dictionary; but the teacher should also unlock the door of the treasury of information in the introduction and tables. Pupils should be accustomed to use the rules of orthography; the translations of familiar words and phrases from the Latin, French, etc. Instead of telling them these things, teach them how to look them out for themselves.

By all means let them find out what delightful reading and what a fund of knowledge can be obtained from the "Dictionary of Noted Names of Fiction," in the unabridged. Glance over to-morrow's reading lesson, and if there are any allusions in it which will be explained in this "Dictionary of Noted Names," point them out and require the scholars to come to the class prepared to tell all about them. For instance, in the line "In which with fiends Rinaldo strove," tell them to see what they can find in the dictionary about Rinaldo. If your school room is so fortunate as to be furnished with a classical dictionary, require them to look up the classical allusions also. Expect them to ascertain the pronunciation of biographical names in their appropaiate table. In short, first explain fully how the dictionary is used, and then train your pupils in the habit of its free and constant use, by all possible means.—*Iowa Normal Monthly.*

VACATION.

What may teachers do during the summer vacation? This query is becoming important now as the vacation season approaches, and we wish to offer a proposition or two which we consider worth attention. 1. The teacher's business is rapidly falling into the hands of professionals, and it behooves one who aspires to the honors of re-employment to keep himself up with the times. 2. The work of the past year may be greatly improved during the next. In fact, some of the readers of the Teacher have not satisfied themselves with the achievements of the year just closing, and they are conscious of a great need of improvement. We think vacation a blessing to such teachers. Instead of its standing as an objection, it stands as one of the induce-

ments to follow teaching that the employment lasts for a limited portion of the year.

While the season of employment lasts, a faithful teacher has as much as he can do in the prosecution of his programme; he cannot do more work than is necessary in the management of a good school. But when vacation comes, what may it be to the teacher? 1. It may afford time so sadly needed for reading. 2. During the vacation the teacher may write. It is his only opportunity for visiting and travel. 4. As the state is so well provided with review schools and normal institutes, it his season for re-examining his text-books. In some of these avenues any teacher may find his proper sphere of action for the summer, and his course to professional excellence.

"Read what?" Read many things. Read up, in professional books and magazines, the knotty points and difficulties of the past session; read works on science, to keep up with the discoveries and arts of the age; read history, ancient and modern, to understand the political philosophy of our day and country; read politics, to understand the marvels of history; read morals, to know better the duties of man to man, and thus be able to counsel the youth (in every school so prone to err). Make notes of all these readings, and see how much better the mind will be balanced for the next year's work.

"But I can't write!" Yes, you can. The teacher needs to write. It is his best means of culture in the use of language. Write letters; write articles for the press; write business forms; write a diary; write choice selections; write two or three lectures to read in the neighborhood next winter. You are the best prepared one in the neighborhood to give popular instruction. The people need it. The lecture will thus be valuable in itself as a product of the effort. But the effort is worth more than the lecture. To spend three or four months in reading and writing will make the teaching of the ensuing year far more substantial. As to traveling, it is hard to over-estimate its merits. A young man of frugal habits may lay up money enough during his term of employment to carry him to many places of interest. Niagara, Put-in-Bay, Mammoth Cave, the great cities on the lakes and rivers about us — why not go and see them? Practically, there is nothing more easy or beneficial to geography classes than life descriptions of the points in their lessons. Traveling serves to remove our self-conceit, and to give us just appreciation of what we read.

Every teacher who is conscious of faulty scholarship should attend a summer normal, if at all possible. There is more than scholarship

available in such schools. They afford excellent social advantages. Personal acquaintance is a matter of much significance with the teacher. It makes teachers incline to brotherhood and fraternal sentiment. It opens the way to correspondence, and sometimes provides acceptable situations. It always leads to a salutary interchange of ideas, and makes one a better judge of mankind. But the freshening of one's scholarship is the great desideratum. To be be at the head of a school, and unscholarly, is a most unhappy portion. Teachers ought to be scholars of the highest possible type.

All this is written for the *professional teacher*. The day will come, and come soon, that will know no other kind. Teachers in the near future who secure positions will be those who are worthy of employment. A non-professional teacher is not more worthy of employment than is a bungler in carpentry. Vacation affords our best facilities for personal improvement.—*Ind. Common School Teacher.*

GOOD ADVICE TO TEACHERS.

Individuality. What you are in yourselves is your capital in starting. It would be unwise to throw this capital aside, however small it may be. Be yourselves, emended, improved, enlarged as time passes, but still and ever *yourselves.* To act the part of another successfully requires marked talent and long training, and then the actor personates a character as conceived by himself. The garb of Hamlet does not conceal the personality of Booth, nor do the rags of Rip Van Winkle hide Jefferson. Barrett and McWade are none the less masters because of different impersonations of the same characters. There is no substance in an echo, and nothing but amusement in its fragmentary repetitions.

Growth. Stagnant individuality becomes extremely offensive. One may become hardened and dried in original form, and thus be nothing better than an individual brick. The teacher who is not conscious of power this year, of which he was ignorant last year, can do his best work in penning a resignation. The limit of acquaintance with the details of the business part of the work may be reached, but the limit of personal power over the inner life of the child is not reached until the possibility of improvement on the part of the teacher no longer exists, and your experience will lead you to substitute for the last qualified phrase the signficant word "*Never.*" Study, narrowed to the topics of instruction, is not productive of the best growth. Some-

thing outside of the school work will engage the efforts of all who merit success. Not accretion, but assimilation increases power. Human growth, and, above all, mental growth is from within. Whatever calls the mental powers into exercise strengthens them, and, at the same time, facilitates their concentration upon the work immediately in hand. Seek eminence in one department of study, and you will the more surely succeed in the great end of all teaching — arousing to activity the mind of the pupil.

Devotion. The meanest employment is ennobled by the spirit of the workman. The drudgery of any labor is relieved by the purpose of the laborer to strive for the attainment of the highest ideal possible to his work. The privations of winter, the toils of spring, and the heats of summer are forgotton in the enjoyment of the garnered harvests. Vagrant affection secures no friends and experiences no delight. Centered affection gives vigor to effort, satisfaction to desire, and rest to weariness. If circumstances are not suited to your choice, suit your choice to circumstances, until the latter can be changed or the former gratified. At all events, make the best of all, and do your best in all. Lose the slave in the devotee.

Ambition. "Covet earnestly the best gifts." If there are places more desirable than your own, gain them by passing, not by pulling back competitors. First deserve the place you seek, and then openly and honorably seek it when vacant. No ambition is more laudable than that which concerns itself with improving one's conditions by self-improvement. No contentment is more worthy than that which inspires the doing well of present duty, because of its bearing upon a better future. Labor onward with an eye upward. Remember that there are higher and lower places within the limits of your daily work. "Excelsior" is a motto as pertinent in one room as in a building of many rooms. The opportunities for gratifying a noble ambition are far more frequent than are the resignations of those whose positions are most attractive. There is no disgrace in failure if it be not too oft repeated, nor chronic in its character. There is disgrace in yielding to failure as well as in a stubborn determination to perpetuate it. Succeed or surrender.

Character. Reputation is but a shadow which follows the man who moves toward the sun. Pursue reputation as an end and you may be sure of walking into the darkness. Character may be better or worse than reputation. The shadow represents only the outward form of the substance. It is of the inner life I would speak, and I

would commend to you the possession of cool reason, calm judgment, unswerving fidelity to truth, resolute purpose to do and to maintain the right, warm sympathy, generous forbearance, willing self-denial, clear conscience, and, may I not add, intelligent trust in God — all of which are elements in the composition of a character which far transcends the best reputation.

It is a true character which gives vigor to loyalty, breadth to fraternity, strength to individuality, stability to growth, steadiness to devotion, a curb to ambition, and value to reputation. — *From a Farewell Address to the Teachers of Chicago, by* J. L. PICKARD.

THE CONGO AND STANLEY.

The Congo river, rather its lower portion, received its name from the country of Congo just south of it, and near the Atlantic coast; Stanley, therefore, holds that "Congo land has no right to give its name to the river any more than any other of the hundred different districts by which it flows," and he found that each district gave the river, or that part of it which flows past or through it, a distinct name, according to the language of the tribe, but in every case meaning *water* or *river*.

The Congo river, applying the name to the whole of the main stream, rises in Lake Bangweolo, or Bemba (latitude 12° S.) which has several affluents from the east, the largest of which is the Chambeze. This lake and its affluents were discovered by Livingstone; so, too, was the Congo for a considerable distance north of its source. It was just south of Lake Bangweolo, that Livingstone died, May 1, 1873. Issuing from this lake, the Luapula (by which this portion of the Congo is known) enters Lake Moero. Here the main stream receives the name of Lualaba and flows in a northwesterly direction as far as two degrees north of the Equator, where it turns, and in a generally southwesterly direction, flows into the Atlantic; this latter part of its course contains numerous cataracts and rapids, and along its banks, in the region of the Equator, cannibals are the terror of the explorer. It was owing to the reported ferocity of these savages that Lieutenant Cameron abandoned the line of the main stream west of Lake Tanganyika, and struck for the coast overland in a southwesterly direction, to Benguela.

To Stanley, who had become almost indifferent to the many dangers from floods, fevers, famine, wild beasts and wilder men, was re-

served the task of demonstrating that the Lualaba was a tributary or continuation of the Congo, and not of the Nile as some had supposed.

In the face of Arab assurances that such an undertaking as Stanley proposed (the descent of this stream) would be disastrous — that his followers would desert him, that he would be dashed over cataracts, or that he would be murdered and eaten by cannibals — he set out on this perilous expedition, and, notwithstanding many wonderful escapes in fierce contests with powerful tribes, he reached the coast.

The region of cataracts, west of 17° east longitude, was passed on land, where no difficulty with the natives was encountered; here the chiefs and tribes were quite gentle and friendly. The whole course of the Congo, Stanley puts down as two thousand nine hundred miles; and while the Nile is much longer — four thousand miles, "the Congo could furnish water to three Niles." The banks of the Congo are thickly inhabited; the towns are, in some places, two miles long, and are superior to those in East Central Africa. The natives in these places are engaged in trade and fairs. From the valley of the Congo may be obtained ivory, cotton, India-rubber, ground nuts, palm oil, and other useful products.

Stanley entered Central Africa from Zanzibar on the east coast, whence he took a northwesterly course to Victoria Niyanza (Niyanza means lake or water) which he explored. After crossing to Albert Niyanza, he carefully explored Lake Tanganyika; this was previous to his voyage down the Congo.

Mr. Stanley, full of veneration for that intrepid explorer and sainted man, David Livingstone, eloquently and justly urges that the whole of the great stream be hereafter known by the name of the LIVINGSTONE RIVER.

The source of the Nile, as discovered by Stanley, is about midway between Zanzibar and Victoria Niyanza. — JAMES MONTEITH, *in Barnes' Educational Monthly.*

EDUCATED HELPLESSNESS.— "We thank you," said the Iroquois Chief (in the year 1774) to the government of Virginia, which offered to educate some of their young men, "we have already had experience of your education, and some whom you have educated in all your sciences come back to us bad runners, ignorant of woodcraft, unable to trap a deer, snare a fish, to build a wigwam; we cannot accept your offer, though we appreciate your good will, but we will take a few of your sons and make men of them."

KEEPING SCHOOL AND TEACHING SCHOOL.

The number of those who "*keep* school" is very much larger than that of those who "*teach* school." It is quite sad to think that so many of the schools of our land are placed under the care of keepers rather than teachers. The difference between the two is very great.

A man may be competent to keep a large stable full of horses, and yet not be able properly to train or manage a single one. So a person may keep a room full of children, day after day, and month after month, and yet not be able to impart any important knowledge, or exercise any wholesome discipline.

In every community there are to be found numbers of persons who are candidates for the teacher's vocation, but how small the number of those who have any proper realization of the work to be done, or any true fitness for its accomplishment. And how often does it happen that true merit and fitness are disregarded, or made secondary to pretence or cheapness.

If an intelligent farmer has occasion to employ some one to "break" or "train" a favorite colt, does he look for some pretender who is willing to undertake the task at a low rate of compensation?

Does he not rather make skill and ability primary considerations?

Most assuredly he does, for he well knows that the true worth and value of the coming horse depends greatly upon the training and discipline which are given to the colt.

But it is too often that quite a different course is pursued in the employment of those who are to educate and discipline the young.

In how many cases is cheapness in compensation made paramount to true qualification.

And as a consequence, how many schools are *kept* that are not in any true sense, *taught* and *disciplined.* —*Am. Jour. Ed.*

AIMS OF NORMAL SCHOOLS.—The aims of these schools are well expressed in the following extract of the Prussian war: "The directors of teachers' seminaries shall rather seek to conduct the pupil-teachers by their own experience to simple and clear principles, than to give them theories for their guidance; and with this end in view primary schools shall be joined to all teachers' seminaries, where the pupil-teachers may be practiced in the art of teaching."

A teacher who is attempting to teach without inspiring the pupil with a desire to learn, is hammering on cold iron.—*Horace Mann.*

VENTILATION.

If a man builds a house to live in himself, he is at liberty to construct it as he pleases; but he has no right to oblige anybody else to submit to serious discomfort and misery because of his whims or ignorance. So, in this matter of school-houses, it seems to me to be nothing less than wicked to huddle scores of human beings together, *where they can't help themselves*, into rooms where the fresh air can not be obtained without harm to some of the number.

There is a great secret connected with this matter of enforced impure air; it has a more pernicious effect upon the *brains* of the pupils, than it has upon their comfort even; and when you miss pure air from the lungs, you will miss, in a greater degree, sense from the brain, for brains can not do their duty if the blood which feeds them is poisoned with impurity!

The school-room, then, so pretty as it is every other way, is wanting sadly in this one great essential; it is not built with an eye open to the best good of those who have to stay in it for the chief part of every day, year in and year out! The teacher doesn't want to open the windows on to the little fellows, neither does she want them to try to thrive (?) on carbonic-acid gas! Will you please tell me which of these two evils is the least?

The school-houses which are being erected *now* are arranged with a view toward this great necessity; but that doesn't help the thousands who attend school in other buildings where this point has not been attended to, so my question is still patent.

If I could call attention to this fact, and feel that the persons having the thing in charge would look critically into some of the older buildings, with a view to remedying this serious defect, rather than cast quite so much of complaint on the poor teacher, I should know that many a weak little suffering piece of humanity would revel in his hours of labor, for he would be drawing from the one great healing element, while sick and well would alike be blessed. — *N. E. Jour. Ed.*

STAND BY THE HIGH SCHOOL. — The persons who are endeavoring to destroy our public High Schools will find that they have undertaken a work far beyond their power. Our Public School system is a growth, and the High School is a part of that growth. Indeed the graded school school system in Ohio as an unendowed academy was a

natural result of the establishment of free schools. As soon as the free schools caused the withdrawal from the unendowed academies of the pupils in the lower studies the academies lost an important part of their pecuniary support. The decay of the academy system necessarily caused the establishment, in the larger villages and cities, of free High Schools. To restore the unendowed academy system it will be necessary not only to abolish free High Schools but also free Grammar Schools. It is folly to think that these results can be brought about in view of the deep hold free-school education has upon the mass of the people. Those persons who think they can secure the votes of the poor in favor of abolishing free High Schools on the ground that they benefit only the rich, are greatly mistaken. The poor know that these schools are sustained by taxation on property and not on a want of property, and hence can be no burden upon them, and furthermore that many boys and girls reach the High School from families that do not pay a dollar of tax, or from families whose school tax is considerably below what the tuition of their children would be in private schools or academies. If the free High Schools should be abolished hundreds and thousands of boys and girls now enjoying High School privileges would not be in school at all.—*Ohio Educational Monthly.*

HINTS ON DRAWING.—The foundation I need not inform *you* for industrial education to be general instruction is *Drawing*, pupils to begin as soon as they are able to learn to write. The cost of the instruction may be reduced to the minimum by giving it from the blackboard to classes simultaneously; each pupil making his or her own scale on stiff paper, and drawing to that scale from a sketch made by the teacher on the blackboard from one of a set of copies furnished her for the purpose. Plain designs for textile fabrics, screws, pinions and the simpler elements of machines, are good subjects, when represented divided into squares, the size of the squares being given; and if the pupils be required to indicate the points of a curve by dots, and then to join these carefully, the exercises become both free-hand and mechanical. A few copies in addition to the set will be needed to hand to pupils who hurriedly finish their exercise, in order to keep them busy until the remainder of the class shall complete it. Outline drawing from models beginning with the symmetrical solids, set up in full view of the class, naturally succeeds that of the skeletons, and to this again succeeds line shading with pencil and

pen. To carry industrial education thus far involves little expense for materials, but much care in the selection of teachers, who must add a knowledge of drawing to their own acquirements. From one to two hours of the pupil's time per week would be ample for the proposed instruction, if given in all your grades of schools, and with those schools I think that *free* industrial education should terminate. If carried further it should be open only to those who have proved themselves possessed of decided talent, and it should at least, in part, be provided for out of a fund other than that of the common schools. A fund raised by subscription and insured by a small fee from each pupil might well constitute the basis for a special industrial school. In this school the number of hours devoted to hand work would be made to approximate more or less closely to those devoted to study. The studies would be Mathematics, Experimental Science, and Natural History, and the hand work Designing, Engraving, Wood Carving, Modeling in Clay and Plaster; and finally would be added the multiplied operations of a complete Machine Shop. The products to be sold and the sums received from them applied to the maintenance of the school.—*Pennsylvania School Journal.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

MISCELLANEOUS.

Q. A salary of $8 was voted for the clerk. The person elected served three months and resigned, but got all the salary. Is not his successor entitled to a share?

A. Of course he is, and the $6 unlawfully in the hands of the ex-clerk can be recovered by suit.

Q. Am I right in refusing to give an order for payment of school ground rent in advance, which thus far has been paid at the close of the year? There is no specified time in the lease for payment.

A. If the lease is by the year, the rent is not due till the end of the year.

Q. Is it the duty of the teacher to go and get the key, register, dictionary, etc., if he does not find them at the school house at the time appointed for the opening of the school?

A. The board should have all things in readiness, but if they neglect

it, it would not compromise the dignity of the teacher to go or send for the things mentioned. He should not delay to make his advent in the district till exactly 9 A. M.

Q. Is not a new district at once entitled to its share of the money in the hands of the treasurer of the old district from which it has been set off?

A. No; it receives only its share of the value of all the property of the old district, including money on hand, and this is first to be raised by tax and then paid over.

Q. Can a district, at annual meeting, vote a tax to be levied and collected, not during the then ensuing year, but in the year following?

A. Such a vote would have no legal force; it amounts merely to an expression of opinion. To be lawful, it should be voted again at the next annual meeting.

Q. If judgment is obtained against a treasurer for money lost, can the district cancel or remit the judgment; the money having been burnt?

A. The district has no power, as a district, to do this. Private individuals can make up a purse, if willing to share the loss.

DISTRICT MEETINGS AND PARLIAMENTARY RULES.

Q. Having voted four months summer school at the annual meeting, can the term be changed to three months, at a special meeting?

A. Yes, a district is at liberty to change its mind and its action at will, except that rights acquired by third parties, consequent upon such action, must be regarded.

Q. Can a vote to have three months, as above, be taken until the previous vote to have four months is first rescinded?

A. To rescind formally would be proper enough, but a vote to "have three months summer school instead of four," would answer the same purpose — would in effect rescind the former vote.

Q. Can a person move to rescind a previous vote, unless he voted before, and voted in the affirmative?

A. Any voter present may move to rescind or modify a previous vote. A school district is not under any specific code of parliamentary rules. If a motion (legal in itself) is put and carried, it is legal, no matter what may have been the fact as to the mover's previous votes. It is well enough for a school district to adopt a few simple rules of procedure, in the transaction of business, and observe them, but the non-observance of rules adopted by congress or state legislatures does not render its action illegal or void.

THE TEACHER.

Q. If nearly all the pupils are absent, and the teacher cannot find school work to occupy all her time during school hours, is it legal and proper for her to spend any of this time in reading for her own information?

A. Her time is supposed to be all due to the school, in school hours. If in her leisure moments she reads that which will directly improve her usefulness to the school, she may be regarded as keeping to the spirit of her engagement. But this should be done prudently and sparingly.

Q. Is the principal of a graded school authorized to govern, and if necessary, punish pupils not in his own department?

A. It must be held that he has. The school is one school, though graded. The principal is the head, is employed in that capacity, and from the nature of the case must have the chief government. Of course this does not mean that he should needlessly interfere with the work or government of the subordinate teachers, but he is to support and strengthen them as needed.

Q. Is it lawful for any teacher in any public school to occupy all his time in teaching grammar?

A. Not unless he is employed to teach grammar exclusively, for instance in several departments of a graded school or in several schools in one city. Under an ordinary contract to teach a mixed school, he is to teach all the branches as the pupils require, and as the board regulates the matter.

WHOLESALE REËXAMINATION.

Q. If a new superintendent gives general notice to the teachers of the county that he expects them to come forward and be re-examined, are they obliged to do so, and are their unexpired certificates rendered invalid if they do not?

A. Such a notice must be supposed to be merely an expression of a desire to know how the teachers stand; based, perhaps, on lack of records, or knowledge of remissness or lack of strictness on the part of his predecessor. Teachers of the right stamp will endeavor to meet such a wish, but the call is not binding. Failure to comply with it does not affect the validity or shorten the life of an unexpired certificate. A superintendent has power, however, to require any particular teacher to be re-examined, if he sees cause (sec. 105).

CONTRACT WITH MINOR.

Q. Is a contract with a minor to teach a school binding upon both parties?

A. It is binding upon the district, but not upon the teacher, as a minor, who may decline to fulfill the contract, or having taught for a time, may decline to teach longer. "The laxity of the law towards minors is intended for their exclusive benefit in protecting them from the frauds and deceptions which, owing to their weakness and inexperience, others of riper years might be enabled to practice upon them" (13 Wis., 185).

Q. If a minor thus teaching comes of age during the term of school and continues teaching, is he bound by the contract?

A. He is, because by thus continuing to teach he recognizes the contract (4 Chand., 39).

DECISIONS.

Q. How can the school board allow the use of the school-house for other than school purposes, under the decision of the supreme court, 21 Wis., 667, School District No. 8 *vs.* Arnold and another.

A. The decision of the court was in accordance with the then existing law (in 1867). Courts do not make the laws, but interpret them. That which was then unlawful, under the statutes, is now lawful, the act of 1875 giving boards express power to allow the use of the school house for certain purposes.

Q. Is a decision rendered by the state superintendent absolutely final, or does an appeal lie to the courts?

A. His decision is final as to any matter of which he has jurisdiction. "If jurisdiction is wanting, the decision or judgment of a court is void, whether it relate to jurisdictional facts, or to the merits of the matter in controversy" (13 Wis., 569). This principle would doubtless apply to decisions by the state superintendent where he has no jurisdiction.

FREE HIGH SCHOOLS.

Q. If a single district establishes a free high school, must there be a separate board for the same?

A. No; section 4 provides that the district board "shall constitute the high school board," in such a case.

Q. Is it necessary to have a separate annual meeting to transact business in regard to the high school, in such a district?

A. No; the business should be done at the regular annual meeting, which in such a district would probably be on the 2d Monday in July (see the law following sec. 17, School Code).

Q. How about the tax for the high school — how much must it be, and must it be a separate tax?

A. The expenditure for the high school must be "exclusive of the amounts required by law to be expended for common school purposes." This means an expenditure sufficient to maintain a common school (graded or ungraded as the case may be) in which the common branches are taught, not less than five months. In addition to this, not less than thirteen weeks of high school must be maintained to entitle the district to draw from the high school fund. This will, perhaps, require some addition to the ordinary tax of a district for school purposes, and it had better be estimated and raised as a separate tax.

Q. Can a district enforce payment of tuition in a free high school by resident pupils over twenty years of age?

A. Such pupils cannot claim free tuition, and have no legal right to attend unless regularly admitted, as provided in sec. 19, sub-section eleventh.

CORRESPONDENCE.

DEAR JOURNAL,—I have noticed for some time that the editor-in-chief of the "Educational Weekly" is handling boards of education with ungloved hands, and insisting that schools and institutions of learning should be under the exclusive management of educational men. Some things which he says about boards are all right in themselves, though some might say that they are uttered in a spirit too captious and fault-finding. Boards of education should be composed of men of liberal views and wise economy. They should be men of intelligence, of good business habits, and not governed by petty prejudices. Some people who may not stop to look into the full significance of the language of this distinguished editor, may be led to the adoption of false conclusions and erroneous views, and therefore I would respectfully ask him if he really means that the prudential committees of the rural districts, the boards in cities, the regents of normal schools, universities and colleges, should be composed of teachers? If I understand the editor's language, that is just what he means by *educational men*. Would such boards conduct educational affairs with better judgment *in all respects* than they are now managed? Could they manage financial and mere business matters as well? Would they come into sympathy with the people, and understand the popular pulse as well as boards constituted as they now are? Would they be as charitable towards teachers, pupils and parents? Would not such boards be as dogmatic and overbearing as boards now are? Are not boards as now constituted a conservative force, preventing the schools from running into those wild excesses to which they might be liable if under the exclusive management ot teachers? I do not disagree with this editor in the main, but if I understand his language, I do *not* agree with all that it implies. Will he please to answer?

"TEACHER."

[THE following extraordinary statement was handed us by a prominent citizen, who has visited that far off region, as one made by a generally well informed

gentleman in Australia. It illustrates the way in which facts get distorted in transmission to other countries:]

"In nine-tenths of the states of the American Union, religious teaching of any kind, or the use of the school buildings for religious purposes, is *absolutely prohibited by law.* In the states where the reading of the Bible was permitted, the result has been an entire withdrawal of Roman Catholic children, and the establishment of separate schools for these. In New York city they are sufficiently powerful to obtain a subsidy from the common council in support of these schools, and the same thing is dreaded in Pennsylvania and Massachusetts. It is but right to say, however, that at present there is no religious instruction of any kind allowed to be given in the New York state schools (the population of New York state is over five millions)."

QUESTIONS.

EDITORS JOURNAL,—How far does the jurisdiction of the United States extend into the ocean?

By reference to an article on International Law, by Theodore D. Woolsey, in Johnson's Cyclopedia (Vol. II, p. 1246, at top), it will be seen that the jurisdiction of any country bordering on the ocean extends one marine league (3 geographical miles) from the shore.

Will some reader of the JOURNAL please give a rule by which problems of the following class may be solved? A man buys a farm for $15,000, agreeing to pay principal and interest in five equal annual instalments; what is the sum of each instalment, the rate of interest being 7 per cent.?

Monroe. H. C. BOWELL.

J. B. PRADT,—Can you inform me whether Wisconsin has any statute or court ruling fixing "a day" as $\frac{1}{360}$ or $\frac{1}{365}$ of a year in computing interest? Also whether there is any statute or court ruling with reference to allowing interest on unpaid *annual* interest. A. S.

We understand that the rule in this state is that a day is $\frac{1}{360}$ of a year, and that interest cannot be collected on unpaid interest, unless it be so agreed in the contract.

ANSWERS.

What shape would the earth have to be to have no temperate zones?

It should have the shape of a cylinder with its axis perpendicular to base.

New Holstein. H. SEVERIN.

What two numbers are there whose sum is 55, and whose product is 550? (Solutions desired in both arithmetic and algebra.)

Let x = one number, then $55-x$ will equal the other;

$$-x^2+55x=550;$$

changing the signs $=x^2-55x=-550$; completing the square $=x^2-55x+\left(\frac{55}{2}\right)^2$ $=550+\left(\frac{55}{2}\right)^2$ which equals $x^2-55x+\left(\frac{55}{2}\right)^2=\frac{3025}{4}-\frac{2200}{4}=+\frac{825}{2}$.

$$x-\frac{55}{2}=\frac{-+28.7228}{2}+$$

$$y=\left(\frac{83.7228}{2}+\text{ or }\frac{26.2772}{2}+\right)=\left(41.8514\text{ or }13.1386.\right)\quad\text{One number.}$$

$$55-x=13.1386\text{ or }41.8614.$$

Generalizing this solution, we would get for an arithmetical solution the following rule: Square one-half their sum, from this subtract their product, and extract the square root of the remainder; the larger will equal one-half this sum plus the square root of the difference between their product and the square root of half their sum; and the smaller, the difference between the two answers:

$\frac{1}{2}$ of $55=\frac{55}{2}$. $\left(\frac{55}{2}\right)^2=\frac{3025}{4}$. $\frac{3025}{4}-550=\frac{825}{4}$. $\sqrt{\frac{825}{4}}=\frac{28.72284}{2}$. $\frac{28.72284}{2}+\frac{55}{2}=\frac{83.7228}{2}=41.8614$. $\frac{55}{2}-\frac{28.7228}{2}=\frac{26.2772}{2}=13.1386$.

Watertown. H. J. HEILMAN.

Let the sums be called x and y respectively:

$$x+y=55.$$
$$x\ y=550.$$
$$(x+y)^2=x^2+2xy+y^2=3025.$$
$$\text{less}\quad 4xy=2200.$$
$$x^2-2x^1y+y^2=825.$$
$$\text{root extr. } x-y=28.72.$$
$$\text{subtr. fr. } x+y=55.$$
$$\text{leaves}\quad 2y=26.28.$$
$$y=13.14.$$
$$x=41.86.$$

For want of space, I give only the above solution.

New Holstein. H. SEVERIN.

A third solution, similar to the last, has been received at a late hour, from W. SAVEN, Stebbinsville.

PENMANSHIP.

The following came too late to appear in our first form, so we give it here:

EDITORS JOURNAL,—The article on Penmanship, in your last number, by F. A. N., is one of the most practical that I ever read on that subject, and one that will do teachers a vast amount of good, if they will follow the common sense instruction therein contained. His idea of blackboard copies is one that every practical teacher will indorse; and his statement that "any teacher with a proper amount of *grit and gumption* can, in a few weeks, write upon the blackboard with a good degree of accuracy," is also true. I wish to second this assertion, and also to suggest a way that will greatly aid teachers in writing well on the blackboard.

Take a chalked string and draw six lines two inches apart on the blackboard, forming a staff, and on these lines, using the fourth from the top as the base line, write the copy, shading only those letters that should be shaded by the pen, and observing the proper proportions of the letters as indicated by the six lines. With the aid of any hand book or key to penmanship, any teacher can fill out this staff with well formed letters with *one-half hour's* practice each day for one month.

I would not advise a frequent change of copies even in the higher grades; once a week is often enough to change sentence copies. One-half of the time at least

should be spent by the pupil in writing the copy on some practice book or loose paper and only after faults have been corrected should he be permitted to write in the copy book. In the schools of this city, the pupils do not write on their copy books until the third day after the copy has been written on the black board, practice books being used in the mean time. In the lowest or primary grades, the thirteen short letters should be taught first, and should be written on the blackboard between two horizontal lines. The pupils should have similar lines *scored* on their slates two-eighths of an inch apart. As the pupils advance to the semi-extended letters, *t* and *d*, one more line should be made on the slates and on the blackboard, and so on until the long letter *f* is reached, which is five spaces in length, and requires the full staff of six lines. Slate pencils should be kept sharp for the writing and drawing lessons. The best way to sharpen these pencils is on a common wood file (*i. e.*), a file used in wood work. Soap stone pencils may be quickly sharpened with a lead pencil sharpener. Short pencils or short pen holders should not be used in a writing exercise.

When the copy is being written on the board, every pupil should notice every stroke of the crayon as it produces the perfect letter. This *making* the copy before their eyes is a sort of inspiration to the pupils; and as F. A. North very forcibly expresses it, "They are interested in seeing the letters grow under the hand of the teacher." The slates and writing books should be frequently marked according to some fixed method, which should be explained beforehand to the pupils, and once a month, at least, the writing should be marked on some examination paper, and the per cent. added with the per cent. in the other branches, at the close of the month.

I am informed that some of our normal schools now require their students to write accurately on the blackboard before receiving their diplomas. This is a step in the right direction; and if county superintendents of schools would also require teachers to pass an examination in blackboard writing, they would do more to improve the writing in the schools under their charge than in any other way.

J. D. BOND,
St. Paul. *Professor Penmanship City Schools.*

WHAT ELECTION DAY IS A HOLIDAY?

The question has heretofore been asked and answered, in the official department, whether the spring election is a holiday. An inquiry comes again, since the official department was closed for May, with a request for answer, which is given here. The language of the law of 1872 is: "The day of holding the general election in each year shall be a legal holiday." Now "*the* general election in *each* year" is the fall election; and although the spring election may sometimes be *a* general election, in a certain sense, it is not what the law refers to. If it had been the intention of the law to make any and every election which is general in its character, as for instance the election this spring of two new judges of the supreme court, it would have used language to that effect; as when the law says, "any day · · · appointed as a day of public thanksgiving" is a holiday.

A CORRESPONDENT sends some criticisms on two articles in the April number, the first being on Mr. North's discussion of "Who (Is or Was) To Blame."

MESSRS. EDITORS,—Although reluctant to advance my views, as much of what I should think proper to propose would be at variance with what is accepted as incontestably correct by many on this side of the globe, I still venture to suggest that most of the so called idiomatic expressions, both in English and in other languages, are to be traced to ellipses. For instance, the one in question, "The man is to blame," is equivalent to "The man is one (or the one) whom we have a right (or whom it is our duty) to blame."

I give other examples: "Of course he will speak of it," means, "It is to be assumed as a matter of course that he will speak of it" Again, "He cannot walk very far to be sure," is to be completed by inserting, "this is something of which we are enabled" to be sure.

The article on the Responsibility of Districts and District Boards (p. 158, and following, in the same number), is not only right, but the writer migh thave added that district boards are even often found to oppose better methods of teaching (upholding, for instance, the alphabetic method), and to enforce an inferior kind of teaching. And to this, the writer is sorry to say, some teachers seem to be pliable enough to submit. Not a few of these officers, and it is not going too far to say, even their wives and children, seem to consider teachers in the light of laborers bound down to do their bidding without regard to consequences.

Black Earth, Dane Co., Wis. F. C. BESSLER.

EDITORIAL.

THE SPRING INSTITUTES.

The work of these institutes, twenty-one in number, is just now closing. Four of these have been held each two weeks; the balance each one week. All have been opened promptly on the time appointed, and have remained in session each the five or ten days. Two were given up on the requests of the county superintendents, after the list of the institutes was published. The time selected for these was not convenient for the meeting of the teachers in their counties, Fond du Lac and Juneau. An institute was ordered quite late at Ellsworth, Pierce county; and Prof. Thayer was transferred to this place from Hillsborough, Vernon county; and Prof. Salisbury was assigned to the latter. Only one application from the county superintendent was refused, and this for the reason that the week selected was filled by the conductors at other localities, not so well favored by institute instruction last year.

The attendance on the whole has been quite large. The stormy weather, the last two weeks in April, prevented some of the teachers from reaching the institutes. At this time, also, a portion of the spring schools had opened, and a few teachers were not allowed by the district boards, or had not the inclination, to attend these meetings in their own counties. As was expected, a very large proportion of the members of all the institutes were ladies, preparing to teach the

summer schools. Many of these had never attended similar exercises, and were not well qualified to receive the fullest benefit from the instruction.

The communities in which the institutes were held, have exhibited the usual interest in them. The best rooms in their school buildings have been tendered, good accommodations for board supplied, and frequent visits made by them upon the daily sessions. As a rule, they have largely attended the lectures, presented by different persons in evenings at the churches or public halls. It is very gratifying to find the mass of the people in such full sympathy with the work of the public school teacher. Questions in our educational policy have been discussed in their presence, and the propositions to introduce changes in this policy have received their unqualified approval.

It is the plan of the institute committee of the normal school board to furnish, through their conductors, an outline of work which covers three or four years of instruction. Teachers attending an institute in the spring or fall, will not have the same subjects presented to them next year. By this method, the essential points in all the common school branches and in the theory of teaching, will be carefully examined. This spring, instruction has been given in the second year of the work. A syllabus was issued in February by the institute committee, and distributed early by the county superintendents who held instituets this spring. The conductors have adhered closely to the subjects outlined in this syllabus. In some cases, the teachers had carefully studied these subjects before entering the institutes.

For nineteen years, the present system of institute work has been in operation in this state. Many improvements have been introduced in that time. The most important is the plan of giving instruction. Formerly, the lecturing method, the pouring-in process, was employed in the presentation of all topics. Model classes were formed out of the members of the institute, and certain ones of their number took the charge of these classes to illustrate their favorite methods of teaching. Questions were presented for discussion, and essays were read upon these questions, or disputants were appointed to harangue upon them. At the present time, the institute is conducted mainly upon the recitation style, the drawing-out process. The members are required to study their lessons, and their attainments are thoroughly tested in the regular exercises. Often the work is outlined on the blackboard, as presented by themselves. Rarely is the model class formed. Educational topics are generally selected beforehand, and discussed by the conductor or some other one who is thoroughly acquainted with the topics.

It is quite probable that the outline of work followed this spring, will be used with some modifications in the summer and fall institutes.

THE COUNTY SUPERINTENDENTS.

We have met, this spring, one-fourth of the county superintendents in the state. We have seen them mainly in connection with their labors in the institutes. But we have conversed quite freely with them on their methods of visiting schools, of advising the school boards and the parents of the pupils, and of examining

and qnalifying teachers. We are highly pleased with their views of the school work, and with their interest and their energy in the performance of their duties. Most of them devote all their time the year round to the schools and the teachers. As a class, they are richly entitled to all the pecuniary and moral support which they receive from their constituents. In no point should they be sustained more heartily, than in their efforts to prevent incompetent teachers from securing the charge of public schools.

ATTENDANCE UPON THE PUBLIC SCHOOLS.

The statistics of school attendance for last year contain some items of real significance. The reports of school officers in the counties and in the independent cities of this state, classify the children between 4 and 7 years of age, 7 and 15 years, and 15 and 20 years. The whole number in each of these classes is given, as well as the number in each who attended school. Counting all who were reported as attending private schools in both the country and the cities, the percentage of attendance in the country was 66, and in twenty-seven cities 65. In the public schools, the attendance of the class between 4 and 7 years was in the country 54 per cent., and in the cities 45 per cent.; of the class between 7 and 15 years, in the country 79 per cent., and in the cities 64 per cent.; and of the class between 15 and 20 years, in the country 47 per cent, and in the cities 15 per cent. The most important school age is between 7 and 15 years, and the showing for this period in the country is quite commendable. A larger proportion by far of those in our cities between 15 and 20 years of age, are deprived of school instruction, and kept employed in the various trades.

In Massachusetts, the attendance of the children between 5 and 15 years of age upon the public schools, was 72 per cent. last year. This embraced the children of the cities and the country. Taking the children between 7 and 15 years of age, in Wisconsin, as reported from both the cities and country, and not including those who attended private schools, and the attendance of this class will give us 76 per cent. In the former state, a truant law is enforced in nearly a half of the towns; but in Wisconsin, no law compelling the attendance of the children exists. Yet our state does not suffer in comparison with the old Bay state.

Still the statistics from the cities in Wisconsin exhibit on the whole a defect which should be remedied. It is possible to enact a provision for compulsory education, which might be applicable to them, and might be executed by their police force.

THE ENCYCLOPÆDIA BRITANNICA.

Prof. Searing, in the July number of this journal, 1877, commended the American reprint of the Encyclopædia Britannica to the teachers, professional men, and cultivated families of the state, as the best encyclopædia in the language. The two volumes added since that date confirm us still more in our hearty indorsement of that judgment. It is the highest praise of the work to say that it needs no commendation. In every department of knowledge it supplies the latest results of investigation, compactly stated in a style that combines the accuracy of the best scholarship, with literary qualities of a high order.

Nine times revised by eminent scholars whose fame is world wide, its ample

information on every subject furnishes a complete library in itself, condensing what has been acquired by the immense toil of many gleaning from thousands of volumes, into so brief a compass that the work is easily within the reach of all. With this magnificent encyclopædia at hand, one possesses better apparatus for the study and investigation of the various questions daily arising, than is afforded by a costly library of hundreds of volumes. Its statements are full, exhaustive, and of the highest authority on all subjects. There can be no wiser economy in book buying than in securing this invaluable work.

It is issued in a way that enables those of modest means *gradually* to accumulate what in its completeness would seem too formidable for them to purchase. One volume is published about every four months, and there are but few who, by thoughtfulness, could not retrench useless and extravagant expenditures, and thus secure a library which would be an enduring treasure for life, enriching and adorning the home and its inmates.

AMERICAN ARCHÆOLOGY.

For more than a quarter of a century, the Smithsonian Institute has been engaged in researches concerning the antiquities of America. As the result of its efforts many important memoirs have been prepared, and published in its Annual Reports, and in the Contributions to Knowledge; and the National Museum, in charge of the institution, has become the depository of the largest and most valuable collection of American aboriginal relics in the world.

In continuation of previous effort in the same direction, the institution contemplates the publication of an exhaustive work on American Archæology, with numerous illustrations. This will be accompanied by a series of maps, exhibiting by appropriate signs and colors the localities and distinctive characteristics of ancient mounds and earthworks; shell heaps; cave and cliff dwellings; masonry; sculptured slabs or carved images; inscriptions and rock paintings; graves and cemeteries; aboriginal quarries and salt works; caches or deposits of objects in large quantities; workshops or places of ancient aboriginal industry; ancient roads or trails; and reservoirs and aqueducts.

To this end the Institution desires to collect from every available source, whatever is now known, or can be ascertained by special investigation, of the antiquities of North America, and it invites general coöperation. A circular explaining more fully the purposes and desires of the Institution, has been prepared and distributed. Persons wishing to obtain the circular, or having any facts of interest to communicate, can address Joseph Henry, Secretary of the Smithsonian Institution, at Washington, D. C.

We would acknowledge the receipt, this spring, of many lists of subscribers from county superintendents and others, taken principally in connection with the institutes and examinations. Columbia county leads off with a total new list (in addition to a large previous patronage) of 30. We will soon prepare a statement of the number of teachers required and of the number of subscribers for the Journal, in a few leading counties, say all those where the number of subscribers comes up to one-third or one-half of the teachers employed.

In Germany, the parents of the children rarely visit their public schools. It is difficult for strangers to gain admittance in order to witness the daily exercises of the classes. Two reasons are urged for this practice. The presence of those not belonging to the school, tends to draw away the attention of the pupils from their studies. The regular recitations of the school exhibit not the ripest work of the teacher and scholars, and convey, therefore, imperfect impressions of the character of their work. It is their custom to have exhibitions at the close of each term, and the parents and others are invited to be present at these. In this way, it is claimed that the public acquire correct and adequate notions of their schools.

A subscriber in Windsor, who sent money to Davis, Bardeen & Co., Syracuse, for a book, will please send them his *name*, and identify himself, by stating the amount sent.

Messrs. W. J. Park & Co., some of whose recent publications are noticed and advertised in this number, have in preparation a treatise on Orthoëpy.

NEW PUBLICATIONS.

A General Catalogue of Choice Books for the Library, Classified and Priced. Published by Robert Clarke & Co., Cincinnati. 238 pp. Price 25 cents.

In this handsome manual the publishers have given, in a conveniently arranged form, a catalogue that will assist private purchasers, librarians, heads of schools and colleges, and others, in choosing and buying their books. For this purpose they have selected the standard works in the leading departments of literature, giving the editions, prices, etc. These have been classified alphabetically under 142 subjects or heads of departments. Over 8,500 titles of works are given, which appear under the proper heads, arranged alphabetically by authors. They have rendered further aid to the searcher for books on special subjects by adding an index of nearly 600 titles. The purchaser will find it a good selection of the best books by ancient and modern authors in all departments of literature, science, and art.

First Lessons in French. Illustrated. By Emma E. Bullet. Cincinnati: Van Antwerp, Bragg & Co. 108 pp. 12 mo.

The most perfect way, of course, of learning a living language, is for the child to hear it habitually and correctly spoken, and to participate in the conversation; and two languages can be learned about as readily as one. Next to this is a system of easy lessons, in early life, under a competent teacher. To meet this want, the author has prepared this little book, based on the results of twelve years successful experience in teaching French to children. It may confidently be recommended for a similar purpose. The neatness of the book and the illustrations prefixed to each lesson, make it quite attractive to the pupil.

A SYSTEM OF PUNCTUATION: For the Use of Schools. By C. W. Butterfield. Published by W. J. Park & Co., Madison, and by West & Co., Milwaukee.

This neat little treatise presents the received principles of Punctuation in a clear manner, and by the aid of a Diagram which accompanies the book, and which can easily be transferred to the blackboard, the whole matter can be presented to a class in a synoptical form, and in a way to fix it in the memory. Mr. Butterfield, who is the author of various historical works, has done a good service in preparing this concise manual, which should be found in all our schools. We may add that all pupils should be thoroughly grounded in the art, in connection with composition writing.

INTERNATIONAL REVIEW.—The number of this journal for May and June has made its prompt appearance. The leading articles cover quite a range of subjects. The first is on Science and Theology, Ancient and Modern, by Froude, the English historian. This is followed by a brief and well written review of the New King of Italy and the New Pope. Ray Palmer contributes three sonnets on War, with the motto from Virgil, "Bella—horrida bella." Judge Peabody furnishes a reminiscence of the late civil war, under the title of The United States Provisional Court for the State of Louisiana. Then comes the articles,—Reason and Sentiment, by Henry C. Pedder; The Bible, I, Egyptology, by Dr. Schaff, II, The Gospel of John, by Dr. Lyman Abbott; Learned Women of Bologna; The Moral Problem, by Ex-Pres. Mark Hopkins; The Future of the Erie Canal, by John B. Jervis, and Elements of a National Wealth, by David A. Wells. Twenty-four pages are taken up with notices of recent American, English, German, and French Books. The comments are pointed, candid, and judicious. They will pay a perusal.

This work fills a position of its own in our periodical literature. The contributions are of the solid and practical order.

Published by A. S. BARNES & Co., New York. Price $5.00 a year.

HARPER'S MONTHLY.—The May number has the usual amount of illustrated articles: Coast Rambles in Essex, Mass.; The Italian Poets; Old Flemish Masters; Along the Havel, in Germany; Song Birds of the West. Several other minor pieces are illustrated; as, The Story of Jean Malcomb and Easter Morning. Two novels, Macleod of Dore, and the Return of the Native, are continued.

Among the shorter articles, The English Civil Service and Free Muscular Development, attract our attention, as the most instructive. The latter is written with great care, and with a clear comprehension of the subject. The reading of it will repay many of our teachers. We have given, as yet, but little time to the editorial departments; but we shall find them, without doubt, abounding in racy and original matter.

THE DOMESTIC MONTHLY.—The May number of this Fashion Magazine presents a great variety of styles which cannot fail to delight the feminine eye, and an abundance of fresh, reliable, and practical information to guide and assist ladies in supplying their wants. Each number contains some of the best reading that can be found in current light literature. Published by Blake & Company, 849 Broadway, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies, 15 cents.

NOTES.

THE Blind Institute at Janesville has now seventy-seven pupils.

MOST of the village and city schools in the state have opened the spring term with a large attendance.

THE first school in the village of Hillsborough, Vernon county, was taught in a corn-crib, in the summer time.

MILWAUKEE has six kindergarten schools, all of a private character, and only a portion using the German methods.

THE wages of female teachers, especially in the country districts, are lower on an average than those of a year ago.

ST. LOUIS has forty kindergarten schools connected with its public school system. They are taught on the Froebel system.

PROF. E. W. FARNHAM, a graduate of Lawrence University, is teaching successfully the public school at Wauzeka, Crawford county.

EX-SUPT. SEARING presented his lecture on Mohammedism before the Brodhead institute, in the Congregational Church of the place, April 11th.

MR. CULVER, the station agent at Wauzeka, has in his possession a fine mastodon tooth with a portion of the lower jaw, found in a gravel bank near his place.

DURING the month of June, the committee of the Normal School Board on the examination of the graduating classes will visit the four Normal Schools in the state.

PROF. WALTER G. BONHAM, of New Jersey, has been secured as the principal of the Tomah school. He is a graduate of Milton College, and has had experience in teaching.

THE State Superintendent has delivered eighteen evening addresses, chiefly in connection with the institutes, since March 6th. He has been able to attend sixteen of the spring institutes.

PROF. HEILMAN has resigned his position in the German and English Academy in Milwaukee, and is now raising funds to establish a German Teachers' Seminary somewhere in this country.

THE Board of Education of Janesville have done a very sensible thing in reappointing, for another year, Prof. R. W. Burton, the present popular and efficient city superintendent of their schools.

THE income of Japan for the purpose of public schools in 1875, was $6,233,096. She employs 44,000 teachers, and has 1,926,000 scholars enrolled. This speaks well, and is a grand start toward a broader civilization.

MISS MINNIE H. KELLEHER, Supt. of Brown county, has been prevented by an attack of pleurisy from inspecting some of her schools this spring; but she has recovered from her illness, and began her round of visits.

MISS ADA WYCKOFF, on resigning lately her position in the high school at La Crosse, received from the Board of Education the testimony that she had performed her duties with fidelity, zeal, and to the satisfaction of all.

A RECENT note from ex-Supt. Jno. G. McMynn contains a cordial invitation for the state superintendent and his assistant to visit his school at Racine. We hear excellent reports of his work with the boys in his Academy.

MISS ESTELLE V. BABCOCK, a graduate of the Cortland Normal School, New York, has been engaged as the second assistant in the high school at La Crosse. She brings with her good testimonials, especially from Prof. Hoose, the principal of the Cortland School.

A PORTION of the reports of the spring institutes has been received by the state superintendent. The attendance of those reported has been as follows: New London, 102; Footville, 75; Plover, 123; Mazomanie, 128; Delton, 57; Stoughton, 130; Richland Center, 114; Centralia, 41; Appleton, 75.

GEO. H. READ has been re-elected the city superintendent of the Oshkosh schools.

G. L. BOWMAN, Clifton, was the recipient of a volume of poems, album, and other presents, from his pupils, at the close of the winter term.

THE citizens of Lodi met April 26, to decide upon building a new school-house in the place of one burned recently, upon the selection of a site, and upon the plans and modes of erecting the house.

THE teachers of Washington and Ozaukee counties have formed a joint association. They hold their next meeting, May 25th, at Newberg, near the line between the counties. A programme of practical subjects for discussion has been arranged.

WE recently met Rev. A. C. Barry, of Racine

county, who was superintendent of public instruction for two years and a half, prior to 1858. He is still in vigorous health, performs a good deal of public work, and retains an earnest interest in the educational affairs of the state.

SUPERINTENDENT WYMAN, of Vernon county, provides his teachers with blank reports of the daily recitations of their schools. These are filled out at the beginning of each term, and sent on to him for revision. In this way, he is able to assist these teachers by many suitable suggestions.

IN the railroad disaster, April 8th, near Lavalle, Sauk county, 164 copies of the last annual report of the state superintendent were destroyed with the other express packages on the train. These copies were sent to town clerks in the counties of Vernon and Clark. It is impossible to furnish these clerks a resupply, as only a limited number of the reports was published.

A DAUGHTER of Prof. Haire, of Janesville, only fourteen years old, is a proficient scholar in the Latin and Greek Languages. She aids her father in giving instruction in the former language.

THE Institute at Brodhead was in session six weeks before the state took the charge of it, April 23d. It had enrolled 166 members. The exercises consisted largely of recitations by classes. Instruction was given mainly by Supt. Richmond, Profs. Morgan, Twining, Rait, and Saunders, and Miss Richmond. A good deal of interest was awakened in the studies of the course.

THE Industrial school for boys, at Waukesha, has nearly 400 inmates. A visitor is impressed by two facts: The many bright and sharp faces which he finds among the boys; and the apparent willingness with which these boys study their lessons, and perform their tasks in the shops and on the farm.

LETTERS from the Bureau of Education at Washington, state that all the contributions to the Paris Exposition, sent by the Superintendent of Public Instruction, have been received in good condition. They have been forwarded from that place in the government vessels.

THE legislature granted Prof. T. C. Chamberlain, the chief of the State Geological Survey, a leave of absence, during the summer, to attend the International Convention of Geologists at Paris, and to take charge, in that time, of our educational as well as geological exhibits at the exposition.

GEO. L. WILLIAMS, Eso., Superintendent of Wood county, writes in reference to the institute held at Centralia, that "the teachers separated at the close of the institute with a universal feeling of satisfaction at the work accomplished, only regretting that another week could not be thus profitably employed. In Prof. Thayer we found a most thorough and earnest worker—one understanding the needs and knowing also the remedies. A desire was expressed by a unanimous vote that he may be permitted to visit us again, as conductor of a two weeks' institute, at an early date."

THE members of the Wood County Institute organized, at the close of their session, a teachers' association. This speaks well for this company of intelligent workers, as well as for their thorough-going county superintendent.

THE Janesville High School closed the winter term with the graduating exercises of its senior class of nine members. The occasion was of more than ordinary interest. Miss Della Case presented the opening essay; and Mr. Charles H. Wingate, the valedictory oration. This school has graduated, since its organization in 1855, as far as has been ascertained, 89 pupils. Pres. Warren D. Parker is one of them, belonging to the class of 1859.

THE state institutions hold their commencement day as follows: The State University, Wednesday, June 19th; the Whitewater and the River Falls Normal Schools, Thursday, June 20th; and the Platteville and the Oshkosh Normal Schools, Thursday, June 27th.

THE commencement day of the other colleges in the state occurs as follows: Milwaukee College, Tuesday, June 18th; Wisconsin Female College, Fox Lake, Wednesday, June 19th; Racine and Ripon, Wednesday, June 26th; Lawrence University, Appleton, Thursday, June 27th; Beloit and Milton, Wednesday, July 3d.

THE closing exercises of the academies and seminaries occur, so far as has been ascertained, as follows: Rochester Seminary, Friday, June 14th; Racine Academy and Elroy Seminary, Wednesday, June 19th; Milwaukee Academy, Wednesday, June 26th; Kemper Hall, Kenosha, and Janesville Classical Academy, Friday, June 28th.

THE state superintendents of Indiana and Iowa have been meeting, this spring, district conventions of county superintendents in their states, and discussing with them various practical questions on the oversight and the condition of their schools.

THE Toledo *Blade* says that unwholesome diet, lack of out-door exercises, late hours, and

society excitement do more towards killing the young, or making invalids of them, than undue work of the brain in our schools.

In the whole United States, an illiterate person commits ten times the number of crimes which an educated one does.

The graduating exercises of the high school at Menasha took place April 3, and gave much satisfaction. Six young ladies received diplomas. Mr. C. D. Abbey is principal, and Miss D. E. Darrow his assistant.

It is useless to hope to teach scholars to speak and write correctly, except by inducing them to *read*, *talk*, and *compose much* and *correctly*. The notion that "compositions" are a mere "accomplishment" in schools, should be expelled from the heads of parents, teachers, and pupils.

From their reports, the county superintendents appear to have issued certificates this spring to a little more than one-half of the applicants for the same; and still, as a rule, there are quite enough clothed with authority to teach to fill the schools. It is encouraging to know that there is a large army of young reserves, drilling for service when needed.

Hon. Alexander Wilson, the Attorney General of the state, is a graduate of Union College, New York. On coming to Wisconsin, he taught four years as the principal of the public schools of Mineral Point. Under him the work of these was systematized and placed on a permanent basis. He served subsequently, for a time, as the superintendent of the common schools of Iowa county.

The lecture of Hon. W. C. Whitford, at the M. E. Church, last Thursday evening, on the subject of education, was largely attended, all the sitting and standing room being occupied. The lecture gave a historical account of the early schools of the state, together with statistics which prove the educational interests of Wisconsin to be in a prosperous condition. His appeal for the country district school was earnest and to the point, and showed that our state superintendent is determined to perform faithfully the duties entrusted to him.—*Waukesha Freeman.*

An official visitor at the River Falls Normal School in a letter lately received, says:

I have visited River Falls, and find a good school there. It is well organized, and is conducted in its manipulations upon common sense principles. I am well pleased with my visit. I was very cordially received and courteously entertained. I have now seen all our normal schools. I think the state has reason to be proud of them. They are accomplishing great good. I wish them God speed.

A correspondent says: "The late mention, in several numbers of the Journal, of per cent. of attendance and tardiness in the La Crosse schools might lead to the inference that this meritorious feature was something new; whereas, under the able and judicious management of superintendent Weston, punctuality ceased to be a novelty there some years since. Two years ago, in February, March, April, and May, with an average enrollment of about 1,500, there were but sixty-one cases of tardiness in the four months, the largest number (33) occurring in February, and the smallest number (4) in March. There were but 344 cases during that year which caused superintendent to ask, in his annual report, if it was desirable to do better."

The following are the most important and suggestive features of the bill for the improvement of public schools recently submitted to the Kentucky legislature: "The appointment of a committee of twenty-four of the prominent men of the state, who are identified with school interests, who shall, in sub-committee of eight, select a State Board of Education of eight members, to guard and enhance the educational interests of the state, and elect a district superintendent of common schools for each judicial district in the state, for the term of two years, at a salary of $1,500 a year. This state board are to select and adopt the text-books for the common schools, and the books so adopted are not to be changed for five years. The board is also to inaugurate the beneficent system of district libraries, an excellent feature of many of the best systems in the Northern States."

Mr. S. S. Lockhart, principal of the school at Randolph, sends us, as secretary, the following brief account of the spring institute for Columbus county. It serves a good purpose also as indicating the sort of work done at institutes:

The institute held at Portage, April 1-6, was the second largest ever held in the county. It called together the cultivated, talented teachers from all parts of the county, who are not satisfied with present knowledge and seek to obtain more. There could be no stronger testimonial to Supt. Scott, of the confidence his teachers have in him, than the large numbers who responded to his call, and the institute could wish no higher reward than the pleasure and profit afforded. The institute was conducted by Prof. Albert Salisbury, of Whitewater Normal School. The amount of work done, and well done, was truly marvelous; the teachers went away with many new ideas and impulses for their summer's work. Two lectures were delivered during the week; one, on Wednesday evening, by Hon. W. C. Whitford, Superintendent of Public Instruction, on the "Origin and Worth of the Public

School System;" the other, on Friday evening, by Prof. A. O. Wright, president of Fox Lake seminary, subject, "The True Education." The lectures were very instructive, practical and well delivered to large and intelligent audiences. The following is a summary of the register: Enrollment, 156; average attendance, 125; number holding certificates, first grade, 4; second grade, 20; third grade, 84; average of members, 20; average experience in teaching, 21 months; members not having taught, but intending to teach, 29; number of schools in the superintendent's district, 165; number having previously attended institutes, 120; number having attended colleges and universities, 8; academies, 10; normal schools, 12; high schools, 81; common schools, 24; St. Mary's Catholic school, 21.

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THE SELF-REPORTING SYSTEM.

The writer of this article may have been unfortunate, but his experience in the use of the self-reporting system among the pupils of his school, was not encouraging. He will admit that the trial occurred some years since, when, as it is generally supposed, mankind were weaker and less wise than they are at present. Yet since that time, the leopard has not changed all his spots; and the writer has not found that state of perfection, when he could persuade himself to introduce again the system. Still, some excellent teachers practice it, and hold that they obtain good results from it; and so he must not be dogmatic, nor unduly skeptical.

But his convictions are that the tendency of the system is usually pernicious. In his own case, and his experience was with boys and girls in the country districts, the attempt was demoralizing in the schools. The temptation to cover up and conceal defects in the recitations, and violations of the rules, was too strong for the consciences of many pupils. Most of them had too immature minds to form correct judgments of their deportment and scholarship. It was very evident, also, that they did not clearly understand the nature of their moral delinquencies. The teachers in those schools lost confidence in the abilities and integrity of some of their scholars; and coldness grew up between both parties, which injured greatly the whole school work. Ill feeling was created by charges of falsehood among the pupils. The effort had to be abandoned as an ignominious failure.

But it is said, "You did not raise your schools to the right moral standard, so as to make the system successful; and you were not skill-

ful in introducing the measure, so as to secure the coöperation of the pupils." No one likes to admit that he is awkward in handling a system, when he can honestly find fault with the system itself; and as for the moral culture of the schools, it was above the average in that section.

It is easy to obtain the testimony of competent teachers who have tried the self-reporting practice in our colleges and academies, and in our graded and mixed schools. Very many of them condemn it, and for nearly the same reasons.

An intelligent lady writes: "The self-reporting system would never have originated with mothers." This fact is against it that it is no practiced scarcely ever in our homes. The instincts of the parent will not sanction its use. A husband says of his wife, and both of them are teachers, "I never could get her to approve of the system." Her womanly heart was truer than his judgment. The heads of the family must feel that in summoning their children each day to give an account of their conduct in their presence or in their absence, start at once the suspicion that they are looked upon as bad children, that they cannot be trusted, and that they are not really loved. Have you ever seen the trial made in a family? Did you not find, under the false relations which came to exist between the parents and the children, that the latter grew restive, morose, and disobedient; and that the former grew exacting, magisterial, and severe?

The system has often been called the school confessional. It is not right to meet its advocates with a taunt or sneer. The practice of "confessing your sins one to another," as performed by some christian people, is an argument in favor of the system, rather than against it. But in this practice, adult persons are most usually called to give an account of their errors and transgressions, and they are shielded by the pledges of the utmost secrecy, and are urged by the purest motives which their religion can supply. In our public schools, small children and youths with immature consciences are required to note, before their associates and the teacher, their failures in the recitations, and their misconduct in the school; and a public record is made of these to be examined by visitors or school officers, or paraded on small tinted papers before their parents. The cry of the boy,

> "Don't view me with a critic's eye,
> But pass my imperfections by,"

is unheeded under this cruel practice. Some one has said, "A teacher

should have one blind eye;" many faults committed by scholars, though observed, are not noticed and punished. But this system shows no such mercy; it asks for an exact and full confession from every delinquent or culprit, or it charges him with concealing and deception.

It is the tendency of the self-reporting practice to direct the mind chiefly to one's mistakes and short comings. Every teacher must know that this habit is extremely hurtful. It creates a sour temper, makes one over-critical and censorious, and forms a hesitating, servile, and cowardly spirit. It is not best to argue that due attention should not be given by pupils to their imperfections; we all know that it is the very nature of school-life to do this. What is condemned is the improper emphasis placed upon this self-notice and self-condemnation. Page says, with rare instinct, of school registers, "If they are to be kept at all, they should record the successes and virtues of the child, rather than his failures and faults. The teacher should not show a willingness to record and publish the faults of a pupil. He should, on the contrary, show a tender regard for his reputation. Besides, the child is less likely to be mindful of duty, when his reputation is already blackened by his teacher." What would he have said of this system, sought to be introduced into so many public schools,—a system which violates all the principles enunciated by him in this paragraph.

A writer in the *American Journal of Education*, while favoring self-reporting, admits that under it "habits of concealment, evasion, duplicity, falsehood, and the invention of plausible pretexts, are established; and the conscience becomes insensible to the enormity of what is hourly perpetrated." "This testimony is given," he says, "after long years of intimate acquaintance with the workings of the system, where all the working hours of the twenty-four were subject to review at the confessional." What he could see good in it, after such an experience, is beyond our comprehension. In a public school of intermediate pupils, the writer lately saw a young girl, when the school was called upon to report their misdemeanors, deliberately lie by holding up her hand to show that she had not communicated during that afternoon. A woman says, "The delicate task of dealing with the forming conscience generally falls to mothers. They know what a difference there is in children, and how the conscience has to grow by small degrees, trammeled by a weak reason on the one hand, and by a strong will on the other. They have too often taken their children

alone and labored long to make them see even one fault, explaining, remonstrating, weeping perhaps, and praying, to be willing ever to trust their children to such a hasty, hap-hazzard system."

This is the account given by one who has intently watched what is called "the working of the system." "Go with me to one of our public schools. It is late in the afternoon; the teacher is finishing her reports for the day. In the matter of recitations, she herself is the sole arbiter of the records; but in the matter of deportment, each child is put on honor and required to answer for itself. She calls upon each little one by name to rise and give an estimate of its own behavior. Ten is the highest record; each instance of misbehavior takes off one from the number. Now observe. There rises a gay, lively, little fellow, and with a saucy toss of the head, gives his record as nine. He has played whenever his teacher looked another way, and has whispered at every opportunity; in fact, he is one of those children — and there are such — who cannot keep still. 'Think again, Eddie,' says the teacher, who has a general sense of the torment which the little is to her, without any remembrance of specifications. 'Eight,' he at once responds, dropping his bid one lower, by way of experiment. Had his 'eight' been challenged, he would have lowered it to seven; but the teacher has no means of detecting the fraud, and eight it is recorded. He knows, and so do all his school fellows, who are keenly watching, that he ought to be marked at zero.

"Next rises a little girl who has written several notes, and slyly put them into circulation. She is confident that they have escaped the observation of her teacher, however; and so she boldly gives her record as ten.

"Next comes a conscientious child. You can know it by the hesitation, the changing color, the troubled air. The teacher knows her to be one of the best of the scholars, but she gives in her record as five. How singular! She has seemed so good all day! What could she have been doing? But five it is, and the child with a sigh of regret, and yet of relief, sits down, the prey of conflicting feelings. She has counted her violations of rules so far, and given in her record honestly; but oh! the others do not do so, and how can she go on much longer in this way? She has been a great deal better than the girl who was just marked ten; and how could she help it, if her seat-mate did take her geography without leave, and oblige her to make signals in order to obtain it again, and if the girl behind her did whisper to her for her lead-pencil, and they did not give in their

record any lower for those violations, and was it fair that she should have to? Thus the struggle goes on in the little breast, each time growing fainter, but you do not perceive it. In truth, is not this system a snare for the little ones? Is it not undermining their truthfulness?"

Self-reporting violates the rule respected in our courts of law, that no one shall be required to testify against himself. It is founded on the principle which recognizes the weakness of human nature, even in grown-up people, of shaping their evidence so as to favor their own cases. Why ask of children to stand in the witness box, and tell the whole truth in regard to themselves, when their moral sense is imperfectly developed, and when they are so sensitive to the opinions of their associates in respect to themselves?

The impression prevails among some who practice the system that it should not be used with children. They speak of its straining effect upon the consciences of the little ones. On this subject, Herbert Spencer speaks very firmly: "Do not expect from a child any great amount of moral goodness. During his early years every civilized man passes through that phase of character exhibited by the barbarous race from which he is descended." He continues: "As the child's features—flat nose, forehead, opening nostrils, large lips, wide apart eyes, absent frontal sinus, resemble, for a time, those of the savage; so, too, do his instincts. Hence, the tendencies to cruelty, to thieving, to lying, so general among children—tendencies which, even without the aid of discipline, will become more or less modified just as the features do. The popular idea that children are innocent, while it may be true in so far as it refers to evil knowledge, is totally false in so far as it refers to evil *impulses*, as half an hour's observation in the nursery will prove to any one. Boys when left to themselves, as at a public school, treat each other far more brutally than men do; and were they left to themselves at an earlier age, their brutality would be still more conspicuous."

"Not only is it unwise," he says, also, "to set up a high standard for juvenile good conduct, but it is even unwise to use very urgent incitements to such good conduct. Already most people recognize the detrimental results of intellectual precocity; but there remains to be recognized the truth that there is a *moral precocity*, which is also detrimental. Our higher moral faculties, like our higher intellectual ones, are comparatively complex. By consequence, they are both comparatively late in their evolution. And with the one as with the

other, a very early activity produced by stimulation will be at the expense of the future character. Hence, the not uncommon fact that those who during childhood are instanced as models of juvenile goodness, by and by undergo some disastrous and seemingly inexplicable chagne; and end by being not above, but below par; while relatively exemplary men are often the issue of a childhood by no means promising."

"Be content, therefore," Spencer concludes, "with moderate measures and moderate results. Constantly bear in mind the fact that a higher morality, like a higher intelligence, must be reached by a slow growth: and you will, then, have more patience with those imperfections of nature which the child hourly displays."

There daily arise in the school-life those complicated questions in regard to moral conduct, upon which the children and even the young people are required to make decisions, when they cannot have an intelligent view of them, nor any conscientious convictions in respect to them.

The system of self-reporting is, also, injurious to the teachers who use it. They are generally led to practice it, because it lessens their labors and cares. Admit, if you please, that, as a rule, they have enough to do in the school room; but by relying upon this system they come to exercise too little direct supervision over the conduct of their pupils, and leave them quite often to follow their own ill conceived notions of what is proper deportment, and what constitutes a correct recitation. Under this habit of throwing off responsibility, the temptation is very strong to continue the use of the practice, when the teachers know that it cultivates deceit, evasion, and falsehood. To these faults they are apt to become blind. It is almost unavoidable that they will be led to reward the vicious, but artful scholar; and act with injustice and cruelty towards the sometimes disobedient one, but too conscientious to tell a lie. W.

ART EDUCATION.

[Read before the Whitewater Normal School, February 22, 1878.]

In this discussion I shall endeavor to clearly note the difference between art learning and art education. Whatever may have been the thought uppermost in the minds of those who were so kind to me and so regardless of the feelings of my hearers as to give me this subject, I shall treat of art *education* as being distinct from art *learn-*

ing, as I would always be careful to discriminate between education and learning as general terms.

The words *education* and *learniny* are often confounded by good thinkers, and it is by such synonymic use that much harm has been done to the true educational work; for many have put on the garment of learning who are as undeveloped in true manhood as the unlettered plowboy.

Education and learning are so widely different that between them there is no comparison. Learning can be measured and exactly determined in hundredths of a whole. Education can be estimated, but not accurately measured. The quantitative comparatives, much, more, most, can be used in reference to learning, but the qualitative comparatives, good, better, best, to education. Learning consists of an accumulation of facts and the understanding of their relations. Education is the *state* of *mind* resulting from the influence of all surrounding objectivity. It is the qualitative change in the ego produced by the non-ego; in fact it is what mind is save the essential germ and the organism through which it is manifested.

The act of learning is a gathering in, the *process* of education is an assimilation. The act of learning can be compared to the action of the mouth that simply accumulates food, and often that which is harmful as well as nutritious, while the *process* of education is like the action of the absorbents, and education *itself* like the organized body, that bears no resemblance to the crude materials of which it is the outgrowth.

From this standpoint I discuss art education. But first let me define art in a way that may differ from the notions of many. *Art is thought expressed in form;* not in arbitrary symbols like ordinary writing, but in natural language. The delicacy of workmanship of any product has little to do with its true art value. All this depends on the success of the artist in expressing the thought intended.

The savage who tattoos his body with representations of his deeds of bravery in war and chase, shows more true art than his brother of the pencil who spends many days over a landscape that does not convey the thought that is awakened by the air, the sunlight and the verdure of nature itself. The Hindoo who rudely carves from a block of wood a colossal image with closed eyes and features full of passionless restfulness, and uses it to typify Brahma who rests forever in sweet oblivion, touches the chord more nearly than the sculptor who rounds and polishes the marble, but breathes into it no thought.

We must dispel the thought that art is the embodiment of something intrinsically beautiful. It is often the embodiment of simply the *true* and derives its beauty from its truthfulness. The figures of Buonarroti are not fine because they are beautiful, but because they seem to live in action and in passion. The caricatures of Nast have nothing of conventional beauty or of exquisiteness of finish, but are truly artistic in that they convey to the mind thoughts that could be made so impressive in no other way.

Art deals with emotion and has ever been dear to the human heart. It deals with the essential part of all that is human, for pure reason is not a part of humanity as made up of feeling, responsible beings, but might belong to any other class of beings. Art is the power of man to picture himself. It is the power to catch the fleeting emotions and fix them forever. It has ever been the delight of man to embody the emotions in architecture, sculpture, and painting.

In the early dawn of the historic period the Egyptian expressed majesty and sublimity in his colossal temples, his love of fame and his faith in the succession of the ages, in the enduring pyramids, and his belief in the final resurrection by the decorations on the rock-hewn sepulchres, that when their inmates should awake to immortality they might read the pictures of their former lives.

The Greek loved to commemorate his deeds of bravery on his implements of war; and how beautiful were the speaking figures on Achilles' shield wrought by the immortal artist. The Greek depicted the extremity of agony in the group of Laocoon. The height of majestic mein in his Zeus. The perfection of the beautiful in his Venus, and the personification of sensuality in his Bacchus. His temples in their position, surroundings and structure were the outward signs of his inward thoughts.

The Italian of the renaissance working for the church, embodied its conceptions of its Gods, its angels and its saints in the fresco pictures of its chapels; depicted the gentle and loving Savior and the deceitful and sordid Judas in the "Last Supper;" the joys of the saints and the grief of the lost in "The Last Judgment;" and the holy faces in the Sistine, that only the other day looked down on the last great head of that church which was the foster mother of art when it was born anew, having been crushed to earth when the Byzantine school was shattered by the Iconoclasts of Constantinople.

Since art deals with all that is distinctively human nature in all its phases, and is the closest expression of humanity itself, it lies near-

est the human heart of all man's works. Man cannot exist in civilized states without some form of art. There is a burning desire in man to give expression to his inmost thoughts; and all his inmost, all pervading thoughts are in the sphere of the emotional; and, indeed, subtract from the sum of human capacities the power to feel, and and what is left worthy of humanity? Man no longer loves his friend, nor has he a *friend* to love; he no longer hates his enemy, nor has he *an enemy* to hate. All joy, all sorrow, all ecstacy, all agony, all that makes life sweet and all that makes it bitter would be gone. All happiness lies in the power to feel, and art is the natural expression or language of feeling, and is a never ending source of pleasure to the human race. It is one of the chief weights that throw the balances of emotion in favor of the good; for art is ennobling to all who enter its charmed realm. It rules over their hearts with a sway that irresistibly compels an upward lifting of the thoughts and of the desires.

It has been said that it was not always thus; that many artists of the past have been men of low desires. This is not so. The great majority have lead secluded, contemplative lives, and their names stand next to the great philosophers as men who have lived above their fellows, and perhaps have even become ascetic from lack of a complete companionship in a field of thought above the plane of ordinary minds. Let none who cavil forget that Socrates himself was a sculptor, that M. Thiers was a painter. With these few words on art itself, I must pass on to the special discussion and applications.

As I have carefully distinguished between learning and education in general, so must I not confound them in special use. Indeed not only does art learning differ from art education, but is itself divided into technical knowledge and art criticism. A person may possess either of these without much of the other.

Art *Education* is the result of art learning on the mind. Art learning has the power to awaken a new faculty that is equivalent to the addition of a new sense which changes the effect of outward impressions and tints with a new glory our inward thoughts. It will be vain for him who has not felt to testify that we are not capable of an ecstatic feeling far more ennobling than the common joys of life; as irrational as for him who can hear but few octaves of sound to assert that the air does vot vibrate with pulsations that lack only a more sensitive ear to translate them into celestial harmony.

But a full art education does not always follow art learning. Some

other influence may counteract the inductive effects of art learning. One may be acquainted with all schools and all men. May be conversant with the history of Phidias, Praxitiles and Appelles; may glibly relate of Leonardo, Angelo and Raphael; may be acquainted with the Dutch, the French, and the English schools, and yet not be art educated. His knowledge is historical and critical, and may not act upon his mind with the subtle influence. It is the same in art as in some other departments of knowledge. One may be versed in the theories of right, may understand all the technicalities of ethics, may draw proper inferences and give sound judgments in moral questions, for this is a matter of reason; and yet not be so influenced by his learning as to be highly sensitive in regard to right or wrong *action*, that is, may not have a tender conscience, for conscience is a matter of *emotion*.

Art learning, like learning in general, is of less importance in all its technicalities than the consequent education; for *learning* is a means unto an end, and *education* the end itself. To make the aim the improvement in the quality of the mind, is the right action of the student of art; for he seeks a level as much above the technicalities of art as the philosophy of history is above the millions of facts that make up the sum of the lives of nations, as philology is above the acquisition of a dozen languages.

But it may be asked is it worth while, with all the crowd of branches of learning, with all the other appliances to improve the mind, to attempt an art education? I reply, if anything else can do more for the mind, can yield more happiness, can yield the kind of happiness and do these things in less time, that it is not worth while. But where is the substitute?

For him who would be widely learned, who would be *grandly* educated, it is indispensable. It is a small matter to those only who, from the remoteness at which they view the subject, see it at a small angle. To some people the ball of learning is an opaque ball and they see only one side of it, and being a very large ball and they *very close* to a small portion of it, they see but a limited part of this one side. For such, we can return but pity for scorn. He who would see clearly the panorama of human progress must needs take into account this factor of art. There is a grand aggregation of the principles and important facts of all branches of learning which contribute to the welfare of man; this constitutes the *sumum bonum* of learning. There is a state of mind the resultant of the combined influences of all legitimate

learning, and this state of mind is the *true* the *full* education. I only ask for art education that it be allowed to perform its proper part which, if left void, will leave an unsymmetrical and unbalanced structure, the work of a feeble hand and not of a master builder.

W. S. JOHNSON.

ON TEACHING ENGLISH GRAMMAR.

Our poorest schools do something in the way of teaching reading. If they fail to fit their scholars to pursue appreciatingly the higher grades of literature, they enable them at least to read an auction notice, and to find delectation in the story of "The Indian Scout, or The Robbers' Cave." And in penmanship, if they fail to give them enough to write out a common promissory note, they do fit them to sign it so as to hold them firmly either as principal or security.

But in the matter of English grammar, even in schools of some pretensions, the benefits, either as a matter of intellectual discipline or of practical utility, may be very fitly symbolized by a zero. Yet the thoughtful man — ignorant of grammatical science — who, having to express his thoughts in writing, feels all the time like a mariner in a dangerous and but partially known sea, without a chart, as well as those who know from experience the culture and practical advantage arising from the study and mastery of the art and science of fitly expressing, in their mother tongue, in a terse, clear, unambiguous and forcible style, the most comprehensive thoughts, as well as the nicest shades of both thought and feeling, will hesitate before consenting to withdraw this study from the common school curriculum — the only one available to nine-tenths of the people — but will rather seek to find out the causes of this failure, and point out a remedy.

The English language, unlike the earlier languages, has not the complexity and material synthesis, the elaborate system of grammatical prefices and suffixes, which characterizes the immaturity of the adolescent intellect and the dawn of rationality. In its structure, therefore, it has none of those properties which adapt it to the *rote* system of teaching, and hence its grammar cannot properly be taught by a certain class of teachers. Here "their occupation's gone."

The English speaking race, having been longer in the process of formation, having a history more diversified, and having had a wider and more extensive intercourse with other nations than the earlier races, has thus had its intellect more developed, and its intuitions of

the relations of things more sharpened. It, therefore, needs less of the external machinery in its language, and has thus kept it more radical while making it more rational. This is doubtless one reason why the duller sort of spirits confess their proved inability to master its grammar until they have gone through the preliminary discipline of a classical language, and used the stepping-stones of a cumbersome system of terminations to indicate the word relations which brighter minds grasp intuitively and without such aids.

Before a child is fitted to enter a third reader class, he has practically, though unconsciously, mastered the leading principles of the grammar of his mother tongue. He seldom makes mistakes in the formation of the plurals of nouns or pronouns, or in the comparison of adjectives, and when he does it is by applying the general law to the exceptional cases. He occasionally errs in the *case* of pronouns, uses the adjective instead of the adverb, and fails to locate the adverb properly. Except with a few of the irregular verbs, his use of that part of speech is satisfactory. He substitutes phrases and clauses for adjectives and adverbs readily and correctly, and recognizes in general the proper prepositions and conjunctions, and his limited vocabulary includes a due proportion of interjections.

Now this matter of change of form to indicate the condition of words or their relation to other words in the sentence, combined with their proper position relatively to other words or phrases, is the burden of grammar. Yet when this child enters upon the study of grammar, the teacher ignores all this knowledge and chooses to consider the mind of the pupil on this subject to be a veritable *tabula rasa*. He brings the subject before him as something new, strange, and difficult, if not mysterious, plies him with rules which reveal to him no law, and with definitions which make nothing plain to him, and fills his mind with words, words, words, nothing but words. Is it strange that scholars get wearied out with grammar, and feel that it is like beating the air? It is as if the professors of our university who have charge of that solitary agricultural student, who it is presumed has been brought up on a farm, should ignore all that "*he* knows about farming," and with drawings of plows and harrows, pictures of maize and wheat, learned terms for the various kinds of soil and manures, occupy six months in teaching him what he well knew before he was twelve years of age.

But there is no excuse for this way of dealing with the subject of English grammar. For a preliminary course, a text book in the hands

of the scholars is an impertinency, and the memorizing of rules a *nonsequitur*. A teacher of ordinary skill, who prepares himself for his work, can readily have his pupils, not learn, but *make* rules for the formation of the plural of nouns and the comparison of adjectives; formulate the declension of personal pronouns, and the tenses, person and number of the verb in the indicative mood; discover and name the elements of a sentence, and formulate the most important rules of syntax — and this simply by leading them to observe their own use of the language. Indeed no other subject presents so fine a field for actual scientific induction and classification as this study of grammar. In most of the physical sciences the data are difficult of attainment, or beyond the pupil's reach. In astronomy, the pupil may say, "who shall ascend up into the heavens to bring the facts down?" In geology, "who will descend into the depths to bring them up?" But of grammar it may be truly said, these are nigh unto you, even in your mouth; the words that you daily use form the material with which you are required to operate.

Of course this method of teaching assumes that the *teacher* comprehends the subject, and can form and carry out a plan of procedure. In the absence of this the result will be similar to some of the so-called object lessons, "where the teacher gives a very superficial exposition of matters which he himself understands very imperfectly, to the intent that the pupils may be able to talk about them without understanding them at all."

This practice of having the pupils frame sentences, note their elements, observe the different functions of the different words, and the changes of their form in different conditions, and the laws according to which this is done, etc., and requiring them, as they proceed, to record these observations and formularies in a book — having first done it on a black-board — will not only engender the best habits of thought and practice, but will furnish each of them with a valuable little grammar of their own composition, and provide the best basis for a subsequent text book study of the subject.

Pewaukee. A. F. N.

Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation, but to be understood.—*Penn.*

Two things a man should never fret about;— what he *can* help and what he *can not* help.

IMPORTANCE OF TEACHERS' ASSOCIATIONS.

Already, in many parts of the state, associations of teachers, in particular localities, are in operation; but, as a rule, the teachers of district schools especially are not fully alive to the importance of such work.

Perhaps a better appreciation of it may be gained by a brief description of the work accomplished by the Waterloo and Marshall Association, which has held a number of meetings during the past winter, and included many teachers of Dane, Dodge, and Jefferson counties. The association was organized in January of this year, and during the winter and early spring, met semi-monthly. After the closing of the winter schools, it adjourned until next fall. The programme consisted mainly of recitations. Two classes were usually heard at each session, and ample time allowed for criticism and discussion. In this way classes were heard in most of the common branches, and various subjects connected with school discipline discussed. The association adopted a constitution and by-laws, believing that by this means greater permanency and efficiency would be secured. On April 30, Superintendent Whitford very kindly lectured before the association at Waterloo. The lecture was highly appreciated, and the encouragement to teachers to strive for higher professional labor especially needed. From this organization have been derived the following practical benefits:

I. Teachers have gained new ideas and new methods. One of the greatest defects in our district school system is, that teachers do not compare themselves with their neighbors sufficiently, and year by year continue to follow in old ruts. Every good teacher has his hobbies, and only by an interchange of opinions and methods can our teachers keep fresh life in the school-room.

II. Such associations assist in building up the *profession* of teaching. Too many handle the birch and spelling book as a means merely of gaining a livelihood; but teaching is fast becoming a profession, and as teachers band together and work *unitedly* for their profession, so will they root out the incompetent and ennoble their calling.

III. Our association is doing what institutes, beneficial as they are, necessarily fail to do. Institutes come at wide intervals, and do not leave as constant impressions as associations; but chiefly these associations are beneficial because the teachers not only notice the methods of others, but are each in turn expected to show their own systems.

Teachers who are called upon to hear a class at a meeting of the association will feel a pride in having the best methods, and so win the approbation of their associates.

These suggestions in regard to associations are not intended for city schools, where well established discipline prevails. The schools in little country towns, and especially district schools, are wofully in need of system. We believe that one remedy for this evil will be found in associations which are properly conducted and receive due encouragement from the educational men of the state.

Then, during the summer, let our teachers in contiguous districts consider the feasibility and necessity of some such organization as we have referred to. Let them begin before the busy work of the winter comes upon us, so that in another year, every county may witness a more thorough organization of its teachers, and that the teachers themselves may know the strength which comes from union.

Marshall Academy. F. W. D.

INSTITUTE WORK.

[The following was sent to the State Superintendent, by Prof. Robert Graham, our veteran Institute Conductor, in the way of official correspondence, but we have asked permission to give it here.—EDRS.]

Allow me a few words concerning the work:

1. The experiment has been made of holding for two weeks. The verdict of teachers and county superintendents is, that one two-weeks' institute is of more value to those who attend than three one-week institutes.

Still, would it not be well to consider whether it is wise to make this limitation in the statute, as there are a number of counties with sparse population, few districts, in which teachers are employed who reside outside of the county. The obligation to hold a two-weeks' institute, in such case, could hardly be discharged.

2. There seems to be a need of some power to require the attendance of teachers at the institute. Many teachers do not attend, and at present there is no means to compel attendance.

The state, at a considerable expense, provides for holding these annual meetings.

May not some means be derived to bring *all* the teachers out? e. g., —Let each teacher in the county be required to pay one dollar, to

constitute a fund to aid in defraying the expenses, say of lecturers, or in part of conductor, or of paying expenses of county superintendent in attending district superintendent meetings.

This would not be a heavy tax, but, when once it is required by law, there will be an increased attendance.

3. There should be a distinction made, in the institute, between those members who are *now* or soon to become actual teachers, and those who come only to gain academic instruction.

Give the teachers the laboring oar, and if all the members cannot be reached, the younger members can learn something by listening. Very little gain can come from lecturing to the institute, and classes of 75 to 120 can hardly be individualized with profit. So fewer in numbers, if need be, but better, closer work, both in class work and art of instructing.

4. The aim of the institute must be to stimulate to a better preparation, and so look toward the normal schools. If, therefore, less ground was covered by the syllabus, and more thorough work done in what is attempted, better results would be attained.

In conclusion, I feel encouraged by the attendance and interest manifested this spring. The presence of the State Superintendent in many of them has been productive of great good. Let me add, that there is as much need of work with the county superintendents, so that they shall, in any good degree, discharge their duties, as in any other field.

Of these duties I will more fully speak when I see you "face to face." Especially in the direction of *Examinations*, (1) of teachers; (2) of schools; (3) records. *Course of Study*, (1) to appreciate the necessity; (2) to guide to the attainment of results.

Please pardon, if I have seemed to assume, in any degree, to direct. I only speak some long felt convictions. The people are demanding better common schools. The cry comes from all quarters, and we shall act the part of wisdom to heed this demand, mainly, if not entirely, because it is just. If the ex-superintendent is right when he asserts that the district schools are not as good, as efficient, as twenty years ago, ought we not either give place to some one who will make them better, or do the work ourselves? Most sincerely yours,

Oshkosh, April 30th. ROBERT GRAHAM.

IF we would mend the world we should mend ourselves; and teach them to be not what we are, but what they should be.

SELECTED.

REQUISITES FOR A SUCCESSFUL TEACHER.

A teacher's qualifications are of two kinds—natural and acquired. Like the true poet, no education can develop a true teacher unless the germs are present.

First, the individual must possess perfect control of his temper, emotions and facial expression. He must be able to stand aloof and observe the play of his own feelings, and make no sign, either by word or countenance. He must stand on the beach and calmly watch the waves of passion break at his feet. Those who can control their voices can control their tempers. Whoever raises the pitch of his voice in reproving disorder should vacate the school-room. He has shown his weakness, and the children have no longer a master.

The true teacher has the most unyielding firmness and mildness. Bluster is not firmness, but an index of its absence. Obstinacy in minor matters is not firmness. If a request is made in regard to any point in organization or discipline, never lose sight of it until the object is accomplished. Be careful what you undertake, or promise, and remember that a promise broken is a sin.

A fair command of language is essential. But many, in the early years of teaching, feel that they are doing well only when they use the time of recitation in airing their own knowledge of the lesson. Visitors aggravate this evil. But nothing else kills thought and rewards idleness so effectually. A teacher who, during recitations, utters two sentences without some reply from the pupils, should be watched suspiciously. If you are a shy talker, get full of the lesson, and you will do well enough.

A very fair amount of self-esteem is necessary. But pity the school whose teacher has no need of professional literature and meetings. Self-esteem gives dignity and frees from embarrassment. Be ladies and gentlemen, even in the midst of trifling and boorishness. You may get ridicule, you will surely command respect. But when you "feel above" your patrons, you show the lack of one essential.

The teacher who has not some intuitive knowledge of human nature, who cannot tell what motives move a given person, even after a brief acquaintance, should study physiognomy as a science. It is a pilot that will steer you clear of many rocks. Will fear, praise, love,

reward, or the teacher's eye stimulate that boy to greater effort? It is your duty to know the answer.

A talent for organization, a dislike for disorder, confusion and friction, are essentials. The public cry for order is heard on all sides, and yet it is not, perhaps, always an intelligent demand. Many could not tell what they mean by it. It is, however, a very wise one.

Is there any connection between systematic movement of classes, and systematic presentation of truth? Can a teacher bring out system in one thing and not become more orderly in all? We have yet to see a school injured by an excess of this quality. The army is most successful that is most completely organized. Why can a battallion of soldiers disperse an armed mob of thousands? Organization. If, in your work, two pupils jostle each other, or speak at once, some one is out of place. Your movements and methods of recitation in those particulars are too much like the rush of a mob, or a street quarrel. What is courtesy in these two particulars? System is a part of good manners.

Without natural aptitude for teaching, developed by practice, proved by success, all acquired qualifications are of little value. To endeavor, by elaborate preparation, to become a teacher, without ascertaining by actual practice in a limited sphere that there is some natural taste and tact in that line, is folly.

Superintendent Agnes Hosford, of Eau Claire county, had a clear view of what a teacher should first do for himself, when she told the district officers as follows: "High scholarship is not always an evidence that teaching will be well done, but poor scholarship is an evidence that proper teaching is impossible." The most pernicious fallacy in school policy is the belief that pupils can receive good instruction from a teacher who is barely in advance of them. A mind of no cultivation is not one that can stimulate pupils. It has no stock of power to meet emergencies.

Of scarcely less importance is an active, studious mind. If a teacher is satisfied with his own acquirements, and lacks the desire or energy to constantly study, he soon becomes, from contact with those of less mental power, decidedly dull. Then woe to the pupils under such a nightmare.

When an engineer would build a bridge he considers the properties of the iron and wood, their behavior under strain, shock and jar; the pressure and tension they will bear per inch. He who would work successfully with the human mind must know its laws, its pow-

ers, its order of development, and how it is affected by different bodily states. The laws of mental activity may be learned in three ways, by the faithful teacher. He may study pure metaphysics, and apply the laws himself as needed. He may study applied mental science as taught in the works of eminent teachers. He may look backward through his own mental growth and observe what were his difficulties, and how he overcame them. But of all ways the three may be combined. All sound teaching must be based upon a knowledge of the mind's action. Moral claims urge a teacher to know something or physiology. When we see such monstrosities as geography without map-drawing, botany without flowers, spelling without writing, elaborate mathematical demonstrations in primary arithmetic classes, is it not evident that the first principles are not in sight? Years of training in the professional schools with daily discussions of its workings, and constant study of the thought of master minds among the teachers of the past, cannot fathom all the wonders and processes of the human mind. But it will keep one from many common blunders. The object of common schools is to make good citizens. Then it is the teacher'i duty to free himself from all immorality, and bad habits, as the use of narcotics. These do not form any part of ideal manhood and womanhood, and only when I give all the attributes of these, do I name all the requisites for a successful teacher. — H. S. BAKER, *in The Practical Teacher.*

LACK OF INTEREST.

The chief difficulty with many of our teachers is lack of interest in their work. One-half of the failures can be traced to this cause. The teacher dislikes his work, looks upon it as drudgery, and is content to do it poorly, provided he can get his pay and keep his place.

In passing the usual salutations with a teacher recently, I asked for the best word: "Oh," said he, "the best word I have is, that another week's school-room drudgery is at an end!"

How often we have heard teachers remark: "Oh, won't I be glad when my school is out; I am perfectly sick and tired of it!"

Who can expect pupils to love their schools, to love their work, who can expect any good results, when the teacher looks upon the school-room as a dingy prison-house, and when his work is to him as galling as that of a menial slave?

A school is a failure unless the pupils are interested in the subject taught. It is a truism, that no one succeeds in any occupation unless

that occupation is interesting either in itself or from some object to be obtained by means of it. Only when such an interest is aroused is energy possible. The man who would make the most of his occupation, whatever it may be, must have some love for it.

Wordsworth, a great observer of the mind, has said: "We have no sympathy but what is propagated by pleasure. I would not be misunderstood — but whenever we sympathize with pain, it will be found that the sympathy is produced and carried on by subtle combinations with pleasure. We have no knowledge, that is, no general principles drawn from the contemplation of particular facts, but what has been built up by pleasure and exists in us by pleasure alone. The man of science, the mathematician, whatever difficulties and disgusts they may have to struggle with, know and feel this. However painful may be the objects with which the anatomist's knowledge may be connected, he feels that his knowledge is pleasure, and when he has no pleasure he has no knowledge."

It is evident that before a man can throw energy into a study he must find that study interesting in itself, or in its results. The first thing to be aimed at is to excite the pupils' interest. What things do we remember best? Those in which we are interested. If teachers, then, would follow the natural method, they should commence with those subjects which are, or can be made attractive to their pupils.

The study of the continent of Asia may be irksome to a pupil who has little or no knowledge of geography, while the study of the township or county in which he resides may be to him a source of great pleasure. The committing of some rule in arithmetic the meaning of which he does not comprehend will most likely be repulsive, while the solving of practical problems may be made intensely interesting.

But how is all this to be brought about? It is manifestly the work of the teacher. Teachers may discuss the questions, "How shall we interest pupils in arithmetic, geography, grammar, or any other particular study?" as much as they please, but all their discussions will be of no avail and all their theories and methods will prove futile until they look within themselves for the answer.

If a teacher desires to interest a class of pupils in any subject he must be deeply interested in it himself. This is one of the true secrets of school-teaching, which turns the entire work of the schoolroom into pleasure. Be enthusiastic, be earnest, be devoted, be interested, and you are sure of success; without these qualifications all will be a failure.—*Indiana Normal Teacher.*

IS OUR EDUCATION PRACTICAL?

The question arises, for a thousand children of all classes from each system of education, which has given them the best preparation for earning a living in the world as it is, the present public school system of America or the no-school system? How many has the public school system provided with a living? The answer is very easy. In a thousand boys ten take to teaching other boys, while they are studying law or medicine. Two of these remain teachers all their lives. Fifty go into bookkeepers' places, where ten remain. The rest disperse to business of all kinds, trades and shopkeeping, all of which have to be learned, and in which the school education is of but little use, save indirectly, and by its general cultivation of the intelligence. Of the thousand girls, fifty go to teaching. The rest forget all they ever learned. Of knowledge useful to them as mothers, they have acquired nothing; of housekeeping duties less.

This is the dark side of modern education. There is, of course, a bright one. Take a hundred workmen, brought up to any given handicraft, especially one requiring intelligence. The men who can read and write, and who have enjoyed the benefits of an English education, are more likely to rise in the world, to improve their position, than those who have never known anything but one routine of work from their earliest years. To become a *skilled* workman, indeed, education is absolutely necessary. The question remains — what sort of education is most likely to help them, one wholly theoretical, or one in which practice and theory are joined? The answer is obvious. It is found in the great and increasing popularity of industrial schools, wherever such have been established by private philanthropy. They are, so far, the only institutions of an educational nature, public or private, with whose benefits no injury has been found to mingle. The only objection to their universal establishment is found in the expense, owing to the vast variety of mechanical employments. These at present render a complete scheme of industrial schools as a national undertaking too difficult for practical adoption. Ideally such a system would be the most perfect national education yet devised. It would at once train the rising generation into useful citizens and true wealth producers. Failing that, let us see what can be done with present systems to attain this desirable end. We find that the common schools tend to produce school teachers, lawyers, doctors, politicians, newspaper men, booksellers, clerks, brokers, and all that class

of men who live by their wits. Of artisans, artists and agriculturists, capable of developing the wealth of a new country, they produce none. These come from outside.—*Galaxy.*

THE STUDY OF NATURE.

He who would enjoy this world in the highest sense of the word, should be a close student of nature. We do not speak of this in a sentimental or even poetical sense, but make the assertion from what seems to us a very practical point of view.

All around us, within easy-reaching distance, the Creator has scattered things innumerable, worthy our careful, earnest, yea, enthusiastic investigation. Wise and talented men, too, vie with each other in the production of text-books treating of the various phases of nature and her laws, till the results of their efforts seem miracles in their way.

First, we should study our own natures, and, as far as possible, strive to know ourselves. Doubtless, many of us find ourselves the most difficult subjects of study; yet we can never succeed very well in life not knowing what manner of men we are. We need to know, as far as possible, what the mind is, and how it may be cultivated to the best advantage. We need, too, a knowledge of our moral natures, in order to perform those duties due to ourselves and to those around us; and our religious natures, that we may render acceptable service to God. Our physical nature cannot be too thoroughly understood; for upon a correct knowledge of it depends, in a great measure, the care and preservation of our health and bodily vigor, without which, one is little short of a wreck, whatever be his other attainments.

Outside of one's self, nothing can give more every day pleasure than the study and contemplation of the order, and harmony and beauty of the material world in its relations to that higher Nature who is the originator, founder, and ruler of all.

Now, when the trees are putting forth their green leaves and the flowers are one by one unfolding their petals to the light of day, the study of botany can not be dull and uninteresting; for one can take his text-book to the fields and woods, and find the laws it contains so beautifully illustrated that he wonders he never observed these things before. He feels as if a new world had opened up before him, and he goes on admiring and wondering at every step of the way, feeling, perhaps, a regret that one short term is all the time given the subject in the college curriculum. But the study of the nature, growth, and

design of the vegetable kingdom does not end with the class work. Whether the student, after leaving school, shall teach, or plow, or plead law, every year the whole of nature is covered with a green mantle, repeating the same unchanging, ever interesting lesson to his infinite pleasure and delight. Who that has a sense of the beautiful can ever, even down to old age, avoid seeing new beauties in every new blossom he finds by the roadside, or in the ever varied forms of vegetation in the deep shades of the forest? The more one's attention is called to these things, the more he desires to know of them till hours that before hung heavy on his hands now pass lightly away.

Geology, too, though generally considered an abtruse study, soon opens a new world to the eyes of the student. What were before rude blocks of stone, now speak to him in familiar tones, and he goes forth into the society of rocks and cliffs and water-worn valleys, finding them much better company than many individuals of his acquaintance. Though this branch of study has its place in the last term of the college course, one who is not in school at all may obtain a good practical knowledge of the science through a course of reading. Some works on the subject are alive with such easy, practical illustrations of its general principles, that it is not only easily understood, but is full of interest to the general reader.

Physical Geography abounds in things interesting to the student of nature; and he goes on from one topic to another till the land, water, atmosphere, and organic life seem ten fold more instructive to him than ever before. The breeze that stirs the leaves around is to him but the expression of a fixed law. The cloud floats over him as the result of another law from the same source, condensing into rain or dispersing itself into invisible vapor, as the nature of the case seems to dictate.

So, astronomy fills the mind with wonder and amazement as one gazes upon the blue expanse of heaven, and he feels a sense of the sublime he never felt before, in the contemplation of the starry hosts.

No less does Chemistry reveal the hidden forces and properties of nature, and fill the mind with wonder and astonishment. Every molecule of matter becomes a comprehended reality and speaks volumes in a language too plain to be mistaken.

Surely the student of nature cannot find time hanging heavily on his hands! The woods, the flowers, the rocks, the winds, the clouds, the sun, moon, and stars all unite to amuse and instruct him. — *College Journal (Milton).*

CULTURE OF THE SENSES.

Beginning with the sight, the eye is to be exercised on form, color, size, distance, motion and time. The three primary colors, red, blue and yellow, their combinations and shades, should be taught until the pupils can distinguish and name them at once. The complimentary colors should next be compared and studied with reference to their arrangement in dress, fresco work, painting, landscape gardening, architecture and home adornment. This training will develop a correct and refined taste.

The culture of the ear in tone, pitch, distance and time will constitute the basis for subsequent progress and proficiency in music, oratory and refined conversation. The harmony of the senses will be quickly observed in the correspondence between the relation of the primary colors to those of the solar spectrum, and that of the notes of the harmonic triad or common chord to the notes of the octave.

The senses of smell, taste, touch and the muscular sense should be trained with equal fullness and exactness. They are to be regarded as in no degree inferior to the senses of sight and hearing, as contributors to the culture and elevation of man. This method of instruction will secure thoroughness of investigation and extensive research, and will open to the pupil the widest field for original and self-directed inquiry. The teacher thus prepares the child to exercise his judgment and discrimination respecting external objects. This course should be pursued from early childhood, say two years of age, to youth. First at home, then in the kindergarten, then in the primary, intermediate and grammar schools, exercising the senses in the practice of drawing, painting, music, sculpture, etc.

The educator of the past presented only two senses as worthy of cultivation — called only two-sixths of our powers into disciplined exercise — yet what wonders have been accomplished. Who shall be able to estimate the progress of the future pupil, when all the senses shall receive their full culture and development?

The power and utility of the eye are greatly improved by the accurate training of the ear, and the value of both these organs is increased by the cultured touch. This cumulative process completed, the accession of the smell, taste and muscular sense well trained will require new methods of measurement and computation by which to estimate results. We trust that the metric system will supply the demand.—*The Eclectic Teacher.*

MORALS AND MANNERS.

What can we do in the school-room toward planting and nurturing that motive power which shall produce pure morals, and cultivate those desirable manners that mark the perfect man?

It is evident the teacher fills a position rich with opportunity. The parent conducts the child to school and places it in charge of the teacher. In a large degree, that teacher shares at once the confidence of the pupil. Under such circumstances the teacher begins to handle and guide the young mind. The instructor attends that pupil, step by step, directing and aiding it, from acquisition to acquisition.

The child's whole nature lies open to the magic touch of the teacher, to check here or stimulate there, in moral growth; to reprove in this and encourage in that, of manners. Precisely in this way the teacher builds after his own standard of morals, and moulds after his own model.

This very process is continued for years — man's best years — through man's formative period. During the best hours of each day your pupils are beneath your eye, under your influence, adopting your views, imbibing your sentiments, receiving your morals, and coming into your manners. In this way do teachers lead the children of this land through those years that compose the formative period of life, until it may be said, their education is finished. Then they go out into the world largely as you have made them, to determine what shall be their own in the morals and manners of society; giving character to new homes, to commerce, to the press, to the bar, to the pulpit, and, in turn, to the coming teacher; to every calling and sphere of American life.

The rising generation, our future laws, homes and history, are in your hands, and under the forming process of your plans and purposes. The safety of our institutions, the perpetuity of our liberties, and the destiny of our country, are largely in your power. Great treasures are entrusted to you. The world waits and watches, as it receives them going out from you, bearing your thoughts and wearing your habits.

Having outlined the general principle we conceive to underlie this question, we pass on to a few particulars.

We know of no code of morals from which the teacher may be able to draw so much help in developing good morals and manners as that found in the Bible. By some it may be looked upon as too primary

a work for public schools, especially in the higher grades. But we would open that book each morning of each school-day, and read a selection, presenting one thought. We would then ask Him who lends us the day, to accompany us through its hours and duties.

But simply to do this, will by no means bring about, by itself, a good state of morals and manners. I take this as a good *starting point.* I drive this stake at the beginning of the day, and move from it into the duties of the day. Let the spirit of that sincere morning devotion imbue every word, shine from every look, and permeate every action. From this I am certain of a good growth of good morals and manners. I would have in my teachers, besides aptness to teach, such a foundation on which to build morals and manners in the pupils, as marks the perfect man.—*Normal Monthly (Iowa).*

THE A B C's.—Among the countless vagaries and cruelties of parental despotism, none is fuller of harm than the senseless haste in teaching children "their letters." At a time when the little ones are still aglow with the first ecstacies of budding life; when their senses hang eagerly upon the varied impressions that greet them in delightful confusion ; when their growing minds enjoy the luxury of bringing more delightful order into this, of getting the mastery over the surroundings, of acquiring knowledge from first sources, and of training skill and gathering strength in self-active efforts, parental despotism thrusts a dead book in the child's face with the peremptory order to learn to read. To the child this order means, in most cases : Give up all that is delightful to you, stop thriving, stop growing ! He has just commenced to appreciate the *living* book, whose pages have been laid open before his delighted senses; and he is to exchange this now for meaningless traces of printers's ink.—*The New Education.*

HOW TO SECURE DISCIPLINE.— Remember that no teacher is strong enough to force a whole school at once, to control it at arm's length. But no teacher is so weak that she cannot have good discipline by insisting upon the performance of the minute formalities. A wise teacher will conquer the chaos of arbitrariness and caprice by introducing order in little things, continually formulating what is accidental and irrational, into the universal and reasonable. The teacher who is strong enough to secure the performance of one of these small formalities, can secure anything by persistence.—*American Journal of Education.*

EMPHASIS.

Some years ago, there was a student at the theological seminary at Andover, who had an excellent opinion of his own talents. On one occasion he asked the professor who taught elocution at the time: "What do I especially need to learn in this department?" "You ought first to learn to read," said the professor. "Oh! I can read now," replied the student. The professor handed the young man a Testament, and pointed to the twenty-fifth verse of the twenty-fourth chapter of Luke's Gospel; he asked him to read that. The student read: "Then he said unto them, O fools, and slow of heart *to believe* all that the prophets have spoken." "Ah!" said the professor, "they were fools for believing the prophets, were they?" Of course that was not right, so the young man tried again. "O fools, and slow of heart to believe *all* that the prophets have spoken." "The prophets, then, were sometimes liars?" asked the professor. No. "O fools, and slow of heart to believe all that the *prophets* have spoken." "According to this reading," the professor suggested, "the prophets were notorious liars?" This was not a satisfactory conclusion, and so another trial was made. "O fools, and slow of heart to believe all that the prophet have *spoken*." "I see now," said the professor, "the prophets wrote the truth, but they spoke lies." This last criticism discouraged the student, and he acknowledged that he did not know how to read. The difficulty lies in the fact that the words, "slow of heart to believe," apply to the whole latter part of the sentence, and emphasis on any particular word entirely destroys the meaning.—*Selected.*

READING.—The essence of all language is in the living utterance. If we have, by careful study, made a great thought our own, we should take care that the art by which that thought is conveyed to others be not shabby.

The most impressive reading comes from a true appreciation of the thought and sentiment. If we really and deeply feel a truth ourselves, we shall be able, under ordinary circumstances, to make others see and feel it.

Every teacher should have so much elocutionary training as is necessary to bring the voice under the control of the will, or to enable him to rightly express thought and feeling. He should also be able to teach children, however young, to read and speak in a natural, agreea-

ble and effective manner, and to give *thought* to what they read, thus leading children in all studies to get *ideas* from books, not merely words without meaning.

Do not confound habit with nature. Defective speech is often the result of carelessness. Nasal, shrill, throaty and husky tones come from habit. Diseased throat, or liability to it, arises from wrong use of the voice.—*Ind. School Journal.*

THERE are teachers who say that they are too poor to subscribe for an educational periodical. If this is true they are too poor to teach, and should quit the profession. Indeed such a statement suggests, whether properly or not, that such teachers are *poor* in two senses. "Where there is a will there is a way." Poverty is too often urged to cover up the want of a strong inclination. When a teacher is determined to rise in his profession he will, in spite of his meager pay, find some way to supply himself with educational food. There are some teachers in this country, whose pockets are, for months at a time, free from the touch of money, that never fail to keep up their subscriptions to school journals, while there are others whose pockets are never entirely empty, that never subscribe at all for school journals. It is certainly a sad commentary on the profession of teaching to say that of the 250,000 teachers in the United States, the names of probably less than 50,000 are on the subscription books of the educational periodicals of the country.—*Ohio Ed. Monthly.*

A CHILD, when beginning to read, always becomes delighted with newspapers, because he reads of names and things which are very familiar, and will make progress accordingly. A newspaper in one year is worth a quarter's schooling to a child, and every farmer must consider that substantial information is connected with this advancement. The mother of a family having more immediate charge of the same, should herself be instructed. A mind occupied, becomes fortified against the ills of life, and is braced for the emergency. Children amused by reading or study, are of course considerate and more easily governed. How many thoughtless young men have spent their earnings in a grog shop who ought to have been reading. How many parents who have never spent twenty dollars for books or papers for their families, would gladly have given thousands to reclaim a son or daughter who had ignorantly and thoughtlessly fallen into temptation.

THE METRIC SYSTEM.

[In our issues for April and May were short articles on the Metric System. Supt. Philbrick, of Boston, in an able report on the subject, says:]

Of all the great problems bearing on the progress of civilization, which have in recent times engaged the attention of legislators and men of science, few are more important or far-reaching than that of the unification of weights and measures. To the speedy and complete solution of this problem of universal interest every community is bound to contribute according to its circumstances and ability.

To prepare for this action and to hasten it, it is recommended:

1. That all state legislatures should render instruction in the system in all public schools obligatory.

2. That, without waiting for such legislative action, all school authorities should at once provide, as far as practicable, for instruction in the system in the schools under their charge.

3. That all school officers should, within their respective spheres of activity and influence, recommend and promote instruction in the Metric System in all schools, both public and private.

4. That all teachers should make themselves acquainted with the system, and that they should, as far as practicable, give their pupils instruction in it whenever required or permitted to do so.

5. That a knowledge of the system should be made a condition of admission to high schools, colleges, and technical schools.

6. That the system should be taught in all normal schools, and schools for training teachers.

7. That at all teachers' institutes the importance and the best method of teaching the system should be presented.

8. That a knowledge of the system should be required of all teachers as a condition of their receiving a certificate of qualification for teaching.

THERE is a school-boy way of going through a course of study from term to term, learning precisely what is assigned, never looking to the right hand or to the left for collateral views of different writers. Servility and narrowness are the result. There is also a manly and scholarly method of making the required study only a nucleus about which are to be gathered the results of much interesting and profitable investigation — the pathway of thought through a wide field of inquiry. This is the true method of a higher education.— *Dr. Robinson.*

SPELLING REFORM. — Superintendent W. T. Harris said in his recent address before the Spelling Reform Association: "In this matter we of St. Louis can speak with positive experience. In the Fall of 1866, the phonetic modification of the alphabet, as invented by Dr. Edwin Leigh, was tried in one of our public schools as an experiment, and the following year it was adopted throughout the public schools of this city, where it has ever since retained its place. By this system the child has a perfectly phonetic alphabet in so far as 'one sound for each character' is concerned, although it violates the third law of Latham in having more than one character for the same sound. Yet, even with this, we find the following advantages in the system, which is still in use with us after ten years: 1. Gain in time — a saving of one year out of the three years usually occupied in learning to call off easy words at sight. 2. Distinct articulation, the removal of foreign accent and of local and peculiar intonations. 3. The development of logical power of mind in the pupil. He can safely be taught to analyze a word into its sounds and to find the letters representing them, whereas, with the ordinary orthography it is an insult to his reason to assure him that a sound is represented by any particular letter. Hence, analytical power is trained instead of mere memory from the day of entrance into school — and analytical power is the basis of all thinking activity."

BE PREPARED. — Before attempting to teach a lesson on any subject, get fast hold of it yourself; make yourself thoroughly acquainted with it in all its parts. It will then be easy for you to find out with a mass of children how much about it has already developed itself in them; what requires to be stimulated, what to be directly communicated. The answers to your questions may be unsatisfactory, they may wander wide of the mark; but if you take care that your counter questions shall draw their thoughts and senses inwards again; if you do not allow yourself to be driven from your own position; the children will at last reflect, comprehend, learn, and the subject will be presented to them in the light in which you wished them to see it. Never allow yourself to be run away with from a subject. Be sure that you know how to keep fast to the point with which you are engaged.

WE are more forcibly persuaded, in general, by the reasons that we ourselves discover, than by those that come from the minds of others. — *Pascal.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

SCHOOL DISTRICTS.

Q. Has a town board power to dissolve or extinguish a distict, except in the case provided for in section 16?

A. Under the general power given to form and alter districts (secs. 1, 10, 11, 16, etc.), a board may attach all the territory of a district to other districts, if deemed expedient, which of course has the effect to extinguish it. Section 16, as amended in 1873 and 1874, is not intended to limit the power of the board to extinguish a district to the conditions there mentioned. It is sometimes expedient to reduce feeble districts to a smaller number.

DISTRICT OFFICERS.

Q. We find that we have no officers in our district that were legally elected; what is to be done?

A. The acting officers, declining to act longer, should acquaint the town board with the state of the case, and they will call a meeting of the district to reorganize, as provided in sections 4 and 3.

Q. Our circuit court has decided that of two sets of officers claiming the right to office in the district, neither set are legal officers; what shall we do?

A. Have the town board call a meeting to elect new ones. (See previous question and answer.)

Q. How long does the power of a town clerk to fill a vacancy in a district board continue?

A. It continues until the next annual meeting, but having knowledge of a vacancy which it is his duty to fill, he should appoint as soon as practicable.

Q. Has the clerk power to shut the school-house against secret temperance meetings, if requested to do so?

A. The clerk has no especial control over the school-house. It rests with the board to determine as to the opening of the school-house for meetings. (Section 48.) The law does not provide that no meetings shall be allowed in the school-house which are not open to the public at large.

Q. If the clerk neglects to make a report, what remedy has the district?

A. For willful neglect to report, he is liable to the district for any consequent loss of school money, and the director is to prosecute him for that purpose.

POWERS OF THE BOARD.

Q. Has the school board of this city power to exclude children from four to six years of age, if the schools are crowded?

A. No more power than it has to exclude those of any other age. The remedies are, to enlarge the school-house accommodation; to have an extra room and teacher; to provide that a portion of the small children come one half the day and others the other half.

Q. When the school has become too large for one teacher, can the board hire an assistant?

A. The board may be held to have this power, if there is means, but they should at once take into consideration the propriety of grading the school, and providing another school-room as well as teacher.

Q. Can the board date back the contract with the teacher to cover time taught by her when she had no certificate?

A. It has no such power, nor any power to pay her. A teacher should never be set to teaching without a certificate.

Q. The board having adopted text-books in the common branches, can they afterwards adopt additional ones for the higher branches?

A. They have the power. Having adopted a lower geography or arithmetic, they can adopt higher ones for higher classes if needed, or an algebra or physiology, etc., if such additional branches are introduced.

SCHOOL MONEYS.

Q. If a new town is set off from an old one, how is it to get its share of the school money apportioned in June following?

A. The town clerk of the old town should apportion the proper share going to the districts and parts of districts set into the new town, and the treasurer of the old town should pay over the same as apportioned. (14 Wis., 440.)

Q. What is meant by the words "the amount of moneys levied and assessed for common school purposes," in section 63 of the School Code, and the words "the amount of moneys raised for common school purposes," in sub-division 1, sec. 92, chap. 18, Rev. Stats. (or sec. 110, Taylor's)?

A. The moneys intended to be set apart for "school purposes" in case of "deficiency of cash funds in the town treasury to pay all the charges thereon," are the taxes levied by the county board and by the town for school purposes, and the school district taxes, together with district taxes returned delinquent, and afterwards collected.

CORRESPONDENCE.

RACINE COLLEGE.

This institution, now in the twenty-seventh year of its existence, is designed as an exponent of combined religious, intellectual and physical culture. It is under the auspices of the Protestant Episcopal Church, its warden (president) and several of its professors being in holy orders. Three years ago it was formally adopted by most of the bishops of the northwestern states, as the "Church University of the Northwest." These bishops are trustees of the institution, and, as such, control it to a great extent. Its faculty numbers, at present, seven members.

The students are offered two courses, classical and scientific. The classical department offers a full course in Latin, Greek, Mathematics, English (including Anglo-Saxon), Mental and Moral Philosophy, with opportunities for the voluntary study of French and German, and an abridged course in Natural Science. Although the curriculum does not differ materially from that of most institutions of a similar character, a brief resume of the work accomplished by the present graduating class will perhaps give a definite idea of what is expected of the students:

LATIN — Livy (three books), Horace (Odes, Epodes, selections from Satires and Epistles), Cicero (De Officiis), Juvenal, Tacitus (Annals), Persius, Lucretius, exercises in writing Latin.

GREEK — Odyssey (three books), Herodotus (selections), Lysias, Demosthenes (De Corona), Sophocles (Antigone), Plato's Apology and Crito, exercises in writing Greek.

MATHEMATICS — Algebra, Geometry, Plane and Spherical Trignometry, Analytical Geometry, Calculus, Descriptive Geometry.

NATURAL SCIENCE — Chemistry (Elliot and Storer), Zoology (Orton), Anatomy and Physiology (Draper), Astronomy (Loomis), lectures on Physics.

ENGLISH — Critical reading of Hamlet, Angus' Handbook of the English Tongue, Rhetoric (Whately), Lectures on English Literature, Political Economy (Perry). Anglo Saxon was introduced two years ago, forming part of the Freshman course.

MENTAL AND MORAL PHILOSOPHY—Logic (Whateley's and Fowler's inductive), Psychology (Porter), History of Philosophy (Elmendorf), Butler's Analogy and Sermons, lectures on the Evidences.

HISTORY — Greece, Rome, Middle Ages.

A majority of the class took extra German or French. No effort is spared to make the course thorough and efficient.

The scientific department is considerably younger than the classical. In its curriculum Greek and Latin are dropped, their place being filled by German and an extended course in Chemistry, Mechanics, Geology, etc. The students are required to work in the laboratory, under the supervision of the professor, conducting their own experiments, making their own analyses, and gaining a practical acquaintance with apparatus and methods of manipulation.

Two years ago the marking system was abolished, and the students are now ranked upon tne results of monthly and annual examinations. These examinations are both oral and written, and are designed to afford a pretty thorough test of proficiency. No student who fails to pass an annual examination creditably is allowed to join his class, at the beginning of a new year, until he has made up satisfactorily the work upon which he was unprepared. This rule is rigidly enforced in all cases, and is believed to be the best safeguard against idleness and neglect of work. While the doing away with the daily mark was regarded by some as a perilous experiment, the new plan has proved very successful, and it is safe to say that neither professors nor students would be willing to go back to the old system.

The library was totally destroyed by fire in 1873, since that time the trustees have procured books as rapidly as possible, and all the more necessary books of reference are now at the disposal of faculty and students. The scientific apparatus is all of the newest and most approved pattern, and, although limited in extent, answers all the needs of the student. The laboratory, however, is fully equipped.

Every student is expected to take a due amount of physical exercise, a large, well-furnished gymnasium offering the necessary means. All the students reside in the college quadrangle, take their meals in the college hall, worship at the college church. The life is as nearly that of a large family as it can be made. No secret societies are allowed, and whether from this cause, or other reasons, "hazing," combinations of college cliques, and all such breaches of good discipline, are almost unknown. While secret societies are forbidden, the association of students in organized bodies, for proper objects, is encouraged, and literary societies with clubs of various sorts take their due place and exert no small influence in forming the *esprit du corps* of the place.

THE PREPARATORY DEPARTMENT. — On the same grounds with the college, is a large and flourishing Grammar School. It has its own rector and body of instructors, but is in all matters directly under the control of the warden of the college. It receives boys of ten years old and upwards, and fits them to enter either of the collegiate departments. Graduation from this school entitles the student to admission to the college without further examination.

While the primary object of this school is to train students for the college, the course is so arranged as to give a thorough business training to those who do not seek a full collegiate education. Book-keeping, German, and business Arithmetic are all required. The boys follow a prescribed list of studies for three years or more (unless they enter one of the upper classes), when they take either a classical or mathematical course, according to their future plans.

All the boys, except those who live in Racine, reside in buildings provided for the purpose, and are at all times under the direct supervision of competent officers. They attend morning and evening prayers daily, and go to church twice on Sunday. Corporal punishment is not made use of except in grave cases, and then only with the formal consent of the parent. In the Grammar School, as in the college, every effort is made to secure a quiet, orderly, home-like life. The boys in the Preparatory Department are required to keep within certain defined local boundaries, and are on no account permitted to enter saloons, or to use to-

bacco. They are in school about seven and a half hours of the day and evening. The younger boys recite four times a day, and the older three times. The following work is required as a preparation for the collegiate departments:

REQUISITES FOR ADMISSION TO THE SCHOOL OF LETTERS.

LATIN. — Harkness' or Allen & Greenough's Grammar. Allen & Greenough's Latin Prose Composition. (Pt. I.) Cæsar — 4 books. Ovid — 3,000 lines. Cicero — 6 Orations, and Cato Major. Virgil's Æneid, 6 books.

Equivalents. — Sallust's Catiline, instead of 2 books of Cæsar. Two additional Orations of Cicero instead of Cato Major. Two additional books of Æneid and the Eclogues, instead of 3,000 lines of Ovid.

GREEK. — Goodwin's or Hadley's Grammar. Jones' Greek Prose Composition, 20 exercises. Xenophon's Anabasis, 3 books. Xenophon's Cyropædia, 2 books. Homer — Iliad. 4 books, omitting catalogue of ships.

Equivalents. — Either the whole of the Anabasis or the whole of Goodwin's Greek Reader instead of the required Greek Prose.

MATHEMATICS. — Davies' University Arithmetic. Loomis' Algebra (through quadratics). Davies Legendre, 6 books. Or Equivalents.

ENGLISH. — Hart's Rhetoric. Fowler's English Grammar. Or Equivalents.

HISTORY. — Smith's History of Greece. Quackenbos' History of the United states. Or Equivalents.

Candidates for advanced standing must also pass examinations on the studies of previous years.

REQUIREMENTS FOR ADMISSION TO THE SCHOOL OF SCIENCE.

LATIN. — Allen & Greenough's Grammar. Cæsar, 4 books. Or Equivalents.

MATHEMATICS. — Davies' University Arithmetic. Loomis' Algebra. Davies' Legendre. Or Equivalents.

ENGLISH. — Fowler's English Grammar. Or Equivalents.

NATURAL SCIENCE. — Quackenbos' Natural Philosophy. Pynchon's Chemical Physics. Or Equivalents.

HISTORY. — Berard's History of England. Barnes' History of France. Quackenbos' History of the United States. Or Equivalents.

GERMAN. — Otto's Grammar. Simonson's Ballad Book.

Candidates for advanced standing must also pass examinations on the studies of previous years

The entire school write four times a week, and have frequent exercises in spelling. Every boy in the school is required to write a specimen letter or a composition once in two weeks. The older students declaim once in four weeks.

RELIGIOUS INSTRUCTION. — Non-communicants receive instruction in the church catechism and in the history of the Old and New Testament. Definite doctrinal teaching, based upon Sadler's Church Teachers' Manual, is given to all communicants.

ANSWERS.

Several different persons furnish rules in answer to the request below. We have not room for their solutions of the specific example.

"Will some reader of the JOURNAL please give a rule by which problems of the following class may be solved: A man buys a farm for $15,000, agreeing to pay principal and interest in five equal annual instalments; what is the sum of each instalment, the rate of interest being 7 per cent.?"

There are two methods of solving the question:

I. By finding the amount that can be paid by making a payment of one dollar for the required number of years at the given rate per cent., and dividing the given sum by such amount, and the quotient will be the answer required.

II. Such examples evidently consist of two parts, the part of principal to be paid and the part of interest to be paid each year, and these evidently bear the same ratio to each other only in inverse order. Hence we have in this example:

$15,000=Sum, $1.07=Ratio, and 5=No. of Terms. To find first term, Formula:

$$a=\frac{(r-1)s}{r^n-1}.$$

Rome, Wis. C. J. C.

Divide the given sum by the present worth of an annuity of $1.00 for the given time at 7 per cent.; the quotient will be the sum of each instalment.

Waupun. C. C. BAYLEY.

Take as a base the payment of $1.00 of principal and interest on the debt. As $1.00 of the principal has been paid, the payment of interest the second year will be decreased by the interest on one $1.00, and consequently the payment of principal can be increased by the same amount.

Two Rivers. C. L. POWERS.

The following rule has solved all I have met with:

5=the number of terms.

1.07=the ratio.

Raise the ratio to a power whose exponent is equal to the number of terms. Multiply this power by the interest in the given principal at the given rate for one year. Divide this product by the power already found, minus one. The quotient will be the sum to be paid each year.

P=principal. R=ratio. n=No. of terms.

$$x=\frac{P.\ R.\ (1+R)^n.}{(1+R.)^n-1.}$$

The above formula is my rule, which interpreted gives the rule already stated.

Waterloo. MINNIE E. KNAPP.

From the compound amount of one dollar for the time the obligation has to run at the given rate per cent., subtract one dollar; divide the remainder by the given rate per cent. expressed decimally; divide the obligation by the quotient, and to the quotient add the interest on the obligation for one year at the given rate per cent.; the sum equals the answer. LIBRA.

J. W. YULE, of Alma, writes as below, and furnishes a solution:

This question is the same as: The present value of an annuity running five years, and bearing 7 per cent. interest, is $15,000; what is the annual payment?

Yet another answer comes from WM. IRLE, of Star Prairie; but the matter needs no further discussion.

PRONUNCIATION—DICTIONARY.

EDITORS JOURNAL.—I send you a short list of words which, perhaps, will puzzle some of the teachers of the state to pronounce correctly at sight. They are all words in common use. The attempt, on the part of the teachers to pronounce them will, I think, lead them to take an increased interest in teaching the correct pronunciation of our own language.

At the beginning of the present term of school I persuaded the school board here to purchase fifty copies of Webster's Academic Dictionary, which I am using in this term's work. Half an hour each day is devoted to the subject of orthography. There has not been such an interest manifested in any study since I have been here as in this.

Here is the list of words: tiny, museum, matron, matronly, matronage, docile, grimy, grimace, chance, inquiry, squalor, vicar, recess, italics, abdomen, finance, homeopathic, levee, lamentable, vagary — 20.

Waukesha. A. A. MILLER.

Miss HOSFORD, Supt. of Eau Claire county, writes us:

I believe if our country district schools could be supplied with four or five copies of Webster's Academic Dictionary, it would be very much better for them

than the one copy of the unabridged. I think this might be done at the same or less expense, and *each* copy be worth as much to the school as a copy of the larger book. Can any such arrangement be made for districts not yet supplied or needing a re-supply?

[The Department of Public Instruction has no power to supply such dictionaries, without previous legislation to that effect. It might be a good plan for the district boards to take action in the matter. A dictionary of some kind is a very useful thing for every larger scholar to have on his desk for constant use. This would supersede the necessity of going to the unabridged, on every occasion, which may be the cause of a good deal of disturbance in a school, where there is a thirst for knowledge. Waukesha has set a good example.]

MESSRS. EDITORS.—Will you be so kind as to inform your correspondents that three of the pupils in my school have solved the problem, which I inclose. Perhaps I ought to add that my pupils are young girls.

Lincolnton, N. C. (MISS) M. M. ALEXANDER.

THE PROBLEM.—A. and B. go to a butcher's shop, and buy between them eighty pounds of meat, which the butcher values at ten cents a pound, and for which he therefore wants eight dollars. Now, A. takes fifty pounds of meat, and B. takes thirty pounds, and upon examination agree that A.'s meat is worth one-half a cent a pound more than B.'s. Query: How much did each pay the butcher?

[The problem appeared in the JOURNAL a long time ago, and elicited several solutions. Therefore we do not give the solution by the pupils of Miss Alexander, which however is creditable to them, but leave the problem for Wisconsin pupils to try their hand upon.—EDRS.]

EDITORIAL.

THE KINDERGARTEN IN THE SCHOOL SYSTEM.

The time has come when the Kindergarten should be engrafted into the public school system of our state. Where it has been fairly tested in this country, it has given eminent satisfaction. The few schools under this system established in some localities three years ago, have been more than quadrupled since. This result has been attained almost entirely through private enterprise. Those in charge of the public resources usually accept with great caution, if not with actual reluctance, any innovations in their work. The Kindergarten employs new principles and new methods in developing the child's powers of body and mind. The evidence is conclusive that these principles and methods are based upon the child's nature. They regard especially the laws of its highest activity and growth. That this system of education is perfect, we do not assert; and that changes may occur in some of its features, we think is probable. But its principal points seem to be settled in both the essential and the external departments. There remains the labor of adapting it to the lesser and varying conditions of childhood, as found in different countries and different localities.

But we are more concerned about removing the difficulties which we encounter in securing the introduction of the system as a part of the educational forces

of the state. We have neither the funds, nor the teachers, to enable us to form the Kindergarten schools in our principal villages and cities, much less in the country districts. If both of these were provided, we have no public sentiment which would sustain these schools in many places. The graded or high school is generally not so conservative as the mixed school in the rural district; and it could more easily adopt this reform or appendage to its primary work. In less than ten years a Kindergarten should be connected with every school having more than three departments in the state. It will increase the expense of conducting our schools at the beginning, but it will lessen them in the end. The time in which a child will acquire an average education will be shortened two years. Less attention will need be given to the studies now taught to the primary pupils. An impulse will be supplied to enlarge and perfect home instruction; and so less early training will need be imparted by the schools supported by public means.

In this state the private school has always preceded the public. We may have to wait, in this instance, for more large-minded and enterprising citizens to inaugurate by their private efforts the Kindergarten in all our leading places of influence. If we do, we shall place upon them burdens which they should not be compelled to bear. Besides, the enterprise will be comparatively weak and slow in its growth. The public school always justifies its existence by its greater efficiency.

An opportunity is given the Board of Normal Regents in this state to confer another incalculable advantage upon our common school system. This Board is required by law to sustain model departments in all our State Normal Schools. Among these is the Primary, where the small children are now taught the elements of a public school education; and where those preparing to teach can observe and test the best methods of their work. Now let this Board, at the opening of the next academic year, establish in one or more of their schools the genuine Kindergarten, where the principles of this new system may be taught, and where Normal pupils may be trained for imparting similar instruction elsewhere. Large numbers could come to see its operations. An impetus would be given towards its acceptance in other places as a part of our public school scheme.

DOES THE STATE SYSTEM OF EDUCATION DEGRADE SCHOLARSHIP?

An article on this subject was recently published in the *Chicago Journal*. It was taken from the *Advance* of that city, and was written by Edward Huntington of this state. It contains, among other things, a bold and untruthful attack upon the State University. The following are his words:

"If the standard of scholarship can be kept up by the State scheme, we should be expected to find the evidence of it at the head, that is, the University. The University of Wisconsin has full faculties of able men, ample equipment, several elective courses, and an income estimated at $80,000 a year. It would be fair to expect that the University would take the lead in extent of requirement, and give to the private schools an incentive. The fact is exactly the opposite. An able writer, the last year, published several articles in the *Christian Statesman* newspaper of Milwaukee, in which, by extended comparisons of the courses of study in the University with those in Beloit, Racine, Ripon Colleges, and Lawrence

University, he showed that a student could obtain a baccalaureate degree in the University with less study than was required in either of the 'feeble' institutions named. The time required at Beloit, for example, was shown to be a solid year more than that required at the University."

The attention of President Bascom was called to the article, and he replied to it in a vigorous manner, as follows:

"UNIVERSITY OF WISCONSIN,
"MADISON, *May* 8, 1878.

"*To the Editor of The Evening Journal:*

"An article appeared in your paper some time since, discussing the relation of the State system of education in Wisconsin to scholarship.

"Most of the statements and all the inferences of that article, so far as they pertain to the University of Wisconsin, we wish flatly to deny. They have all been repeatedly corrected in the papers, with no apparent effect so far as writers represented by Mr. Huntington are concerned.

"We are sorry to make any comparisons, but we believe our classical instruction to be equal in quanity and quality to any given in the state, and our scientific instruction to be decisively superior in these respects.

"If any one doubts these facts, the only sufficient way to settle them is to come and see. That is our standing 'challenge.' We cannot, however, leave our building, and go down, and offer battle in the plain to all the Sanballats and Goliahs that may be about us. JOHN BASCOM."

Any friends of the denominational colleges of Wisconsin are greatly mistaken, if they expect to draw the favorable attention of the people of the state to their institutions and to improve their condition by such unfair and reckless statements in regard to the University, as have appeared the past year in some papers of the northwest. The president very properly invites the closest scrutiny into the work of the University. Here seeing is more than believing, it is knowledge. The visitor, however critical he may be, will find the instruction in the Classical as well as in the Scientific Department, to be exceedingly close, thorough, and exhaustive. As to the training of moral character by the discipline of the University, we believe that it is not surpassed in any institution in the state. In fact, we have seen no where among the students in our schools more conscientious industry, more genuine courtesy, and more hearty observance of needful regulations. In this respect, he that comes to scoff, will turn away to praise.

But it is not the wish of the mass of the citizens in our state to tear down one class of institutions in building up another. The State University is on the road to the highest success in the near future. It has not yet won its best achievements. In reaching this vantage ground, it is not necessary to cripple any other college in the state or elsewhere. Wisconsin needs all the institutions, collegiate, academic, and graded, which are organized within it. There is full room for the development of them all. Jealousy at the advancement of others, reveals always the weakness at home. False charges and bitter criminations alienate the intelligent, candid, and public spirited people from those making them. It should be treated as a misdemeanor to destroy what sentiment we have already gained in favor of higher culture. It is clearly the duty of every loyal citizen to encourage and strengthen all our institutions of learning by every appliance in his hands. He should see that more young men and young ladies are directed to acquire the fullest classical and scientific education. The place to begin this work is at the homes and in the district schools.

One of the advantages of a state system of schools, is the opportunity which it furnishes for the teachers to find promotions through its different grades of work. Those most successful in the country schools often secure better wages and more permanent positions in the graded schools of the villages and cities. Sometimes a lady in charge of a primary department wins the principalship in the best public schools. Teachers most apt and efficient in the high schools, are elevated to places in the normal schools. Occasionally an opening is made in the State University, to which some one eminent in his labors in the high and normal schools, can be invited.

The influence of this practice of promotions is very salutary. A constant incentive is placed before hundreds of teachers in any one state to exert themselves to rise in their profession. We know of many now giving instruction in our schools, who have been induced to remain years at their posts with the view of reaching places more pleasant and more influential in the educational field. On our railroads, a brakeman may become a conductor, and finally a superintendent. Our civil service friends adopt the principle of promotion, as essential in their system of reform.

To be made more effective among the teachers in our state, this practice of promotion should be more widely accepted and more carefully observed. The responsibility here rests almost entirely upon the Boards of Education, the Presdents of our Institutions, and the Regents of the Normal Schools and State University; and for the reason that they have the power to choose the persons who are called to fill the best positions in our schools.

Hon. J. L. Pickard, of Chicago, formerly Superintendent of Public Instruction in this state, has been elected President of the Iowa State University. This act will be gratifying to his very large circle of friends, and is a fitting culmination of a most useful and honorable career. Perhaps no man has exercised a greater influence upon the progress of education in Wisconsin. He built up an excellent Academy at Platteville, which has since been converted into a State Normal School. He assisted largely in organizing and controlling the earliest educational conventions and institutes for teachers held in the state. He was three times elected to the office of State Superintendent, which he resigned to accept the charge of the public schools in Chicago. He has always been a sincere and earnest supporter of the best educational movements in the state.

Encyclopædia Britannica. — This Journal has several times noticed the new, ninth edition of the Encyclopædia Britannica. We take pleasure in again calling attention to a new authorized subscription edition, printed in Edinburg from the original stereotype plates, and offered to the public through Scribner, Armstrong & Co., of New York. This edition leaves nothing more possible in form, type, mechanical execution, or cheapness of price. It is printed from the same plates as the large quarto trade edition, but is in form small quarto, with narrower margins and on lighter paper, and is furnished at a much lower price. See the advertisement on the second page of the cover.

WISCONSIN TEACHERS' ASSOCIATION.

Twenty-sixth Annual Session, to be held at Geneva Lake, July 16, 17, 18, *and* 19, 1878.

PROGRAMME.

TUESDAY EVENING, July 16.

7:30. Introductory Exercises.
8:00. Lecture. Hon. J. B. Cassoday, Janesville.

WEDNESDAY MORNING, July 17.

8:30. Opening Exercises.
8:45. President's Address. The Relations of Education to some Scientific Problems.
9:30. Business.
9:45. Paper. The Just Limitations and Conditions of the Control and Support of Education by the State — A. F. North.
Discussion of the paper.
11:00. Paper. Spelling Reform — Prof. S. H. Carpenter.
Discussion of the paper.
12:00. Essay.

WEDNESDAY EVENING, July 17.

Lecture. Rev. George T. Ladd, Milwaukee.

THURSDAY MORNING, July 18.

8:30. Opening Exercises.
8:45. Business.
9:00. Paper. The Relations of the Kindergarten to the Public Schools — Miss S. A. Stewart.
Discussion of the paper.
10:15. Paper. Physical Education — George Brosius.
[Mr. Brosius will also conduct several class-exercises in Calisthenics, at such times as may be found convenient for those wishing to participate in the same.]
11:00. Paper. Administrative Reform in Public Education — Hon. Edward Searing.
Discussion of the paper.

THURSDAY EVENING, July 18.

7:30. Paper. Standards of Admission to College — Pres. E. H. Merrell.
Discussion of the paper.
8:30. Report on Course of Study for Mixed Schools — Hon. W. C. Whitford, *Chairman;* W. H. Chandler, R. Graham, W. A. Walker, S. Shaw, *Committee.*

FRIDAY MORNING, July 19.

8:30. Reports of Committees.
9:00. Election of Officers.
9:30. Paper. The Metric System — S. S. Rockwood.
10:15. Paper. The Signal Service — Its Organization, Method of Operation, and the Results Obtained — Serjt. S. W. Rhode, Signal Office at Milwaukee.
10:45. Condition of Education in the State — Five minute reports by persons from various parts of the state.

The afternoons of Wednesday and Thursday will be devoted to pleasure excursions, arrangements for which will be made before the time of meeting.

EXHIBITORY DEPARTMENT. — O. S. Westcott, Racine, Sarah A. Stewart, Milwaukee, W. A. Kellerman, Oshkosh, *Committee.*

During the meeting of the association, an exhibition will be held, which will include scholars' work in all the branches of study pursued in the schools of the state, Kindergarten work, blanks used in the administration of the schools, plans of school buildings, and whatever else may be deemed of value in promoting the objects of the department. Further information on the subject will be found in the announcement of the committee.

RAILWAYS. — The Chicago, Mil. & St. Paul, Chicago & Northwestern, Western Union, Wisconsin Central, West Wisconsin, and the Mil., Lake Shore & West. Railways, will sell return tickets at one-fifth regular rates to those who pay full fare in coming. Similar arrangements will no doubt be made with the other railways and the steamboat lines, particulars of which will be given in the July number of the JOURNAL.

ENTERTAINMENT. — The following arrangements have been made for the accommodation of persons attending the meeting: Whiting House, $2.00 per day; Lake House, $1.75; St. Denis House, $1.50; Kayes Park, $1.50; Lake Geneva Seminary, $1.00.

Entertainment will also be furnished at private houses at lower rates.

The following gentlemen have kindly consented to act as a local committee of arrangements for the meeting of the association: Dr. G. E. Catlin, C. E. Buell, Esq., Prof. W. J. Warner. Persons wishing to engage board or lodging, should correspond with this committee.

The meetings of the association will be held at the Seminary Hall and the Opera House.

JAMES MACALISTER, *President.*
A. EARTHMAN, *Secretary.*
M. T. PARK, *Chm'n Ex. Committee.*

IN this number is found the programme of the forthcoming Annual Session of the Wisconsin Teachers' Association. As will be observed, it is held at Geneva Lake, Walworth county, opening Tuesday evening, July 16th, and continuing until Friday noon following. The village where the association meets, is situated at the eastern extremity of one of the most beautiful lakes in the state. On its banks in various places, in the midst of the native oaks, fine parks have been arranged; and in these, numerous small buildings have been erected for the accommodation of the many strangers who visit this lake in the summer.

The people at Geneva Lake have a high reputation for hospitality. The names of the local committee of arrangements, are a sufficient assurance that no pains will be spared to make the sojourn of the members of the association very agreeable and profitable.

The programme is unusually interesting, and promises the presentation of subjects wholly of a practical character. Without doubt, the attendance upon the session will be very large. But sufficient accommodations will be provided for all who come.

Geneva Lake is situated three miles south of Springfield, a station on the

Western Union Railroad, and at the northern terminus of the Fox River line of the Chicago and Northwestern Railway. Persons stopping at Springfield are conveyed by stages to Geneva Lake. Those wishing to attend the meeting of the association, should observe the following directions: Arrive at Beloit on the Madison Division of the Northwestern, at 11:42 A. M., or at Clinton Junction, on the Wisconsin Division of the Northwestern, at 3:00 P. M., and connect with a train on the Western Union, which passes east through Beloit at 2:55 P. M., and through Clinton Junction at 3:20 P. M., and reaches Springfield at 4:18 P. M. Another route by the same Divisions on the Northwestern, is to reach Crystal Lake, in Illinois, by the Madison, at 2:05 P. M., and by the Wisconsin, at 4:27 P. M., and wait at this place until 6:43 P. M., when the train on the Fox River line runs north to Geneva Lake, where it arrives at 7:50 P. M. Passengers by the way of Racine, leave that city on the Western Union at 7:30 A. M., and reach Springfield at 9:37 A. M.; or at 6:30 P. M., and reach the latter place at 8:56 P. M. There is still another route by the way of the Kenosha Division of the Northwestern: Leave Kenosha at 3:00 P. M., and arrive at Genoa Junction at 5:30 P. M., where you connect with the train on the Fox River line going north to Geneva Lake at 7:30 P. M.

ANNOUNCEMENT.

In accordance with the resolution passed by the Wisconsin State Teachers' Association, relative to the establishment of an Exhibitory Department in connection with the same, the committee herewith present the following names of persons who are expected to take charge of the several sub-departments. Most of them have expressed approbation of the scheme, and are willing to take supervision of the material forwarded them. It is hoped that *all* will approve of the project and plan:

U. S. History and Civil Government. A. Salisbury, Whitewater.
Geography and Map Drawing, Miss Rose C. Swart, Oshkosh.
Penmanship, L. D. Harvey, Sheboygan.
Free-Hand and Geometrical Drawing, D. McGregor, Platteville.
Primary Work, W. H. Richardson, Milwaukee.
School Programmes, J. Q. Emery, Fort Atkinson.
Composition and Grammar, W. H. Beach, Beloit.
County Superintendents' Work and Teachers' Examination Papers, Supt. W. A. Walker, Manitowoc County.
School Architecture, W. D. Parker, River Falls.
School Grounds, C. A. Hutchins, Fond du Lac.
Mathematics, H. C. Howland, Eau Claire.
Natural History, W. A. Kellerman, Oshkosh.
School Apparatus and Manipulation, J. T. Lovewell, Milwaukee.
School Games, R. W. Burton, Janesville.
School Records, Reports, and Statistics, I. N. Stewart, Berlin.

It is believed that the persons here named will take such an interest in their several departments as to take charge of all materials that may be brought or sent in for exhibition at our coming summer meeting.

RACINE, April 8, 1878. O. S. WESTCOTT, *for the Committee.*

[The foregoing announcement was intended for insertion in the May number, and forwarded in season for that purpose, but did not reach the Journal office till too late.]

THE ANNUAL MEETING of the conductors of Institutes has been called by the Institute Committee of the Normal Regents, at Geneva Lake, to begin Monday evening, July 15th, and continue through the next day, and portions of the afternoons of the following days of the week. This meeting is held in connection with the Annual Session of the Teachers' Association. It is expected that all who will be employed in the Institute work this summer and fall, will be present and take part in the exercises of this meeting. An interesting programme will be prepared.

THE SUPERINTENDENT of Public Instruction will invite the principals of the schools organized under the Free High School Law, to meet him for consultation at Geneva Lake, during the session of the Teachers' Association. The time of this meeting will probably be Thursday afternoon, July 18th.

NEW PUBLICATIONS.

THE REGENTS' QUESTIONS — 1866 to 1878. Compiled by Daniel Pratt, Ass't Sec. of the Regents, with a Key. Price $2.00. Syracuse, New York: Davis, Bardeen & Co.

These questions, as our readers generally know, have been used under the direction of the "Regents of the University" of the state of New York, in the examination of students in the two hundred and fifty academies of the state. For that class of persons who propose to prepare themselves for examination as teachers, or as students seeking admission to higher institutions, by "cramming" themselves with scraps of knowledge, by the aid of memory, this volume may serve a purpose. It may also aid examiners. It is pertinent to remark, however, that both parties will do much better to be so far masters of the subjects upon which examinations are to be conducted, as to need no aid of this kind. To the student especially it may prove a delusion and a snare. For the examiner it may sometimes justifiably be sought to save time.

THE ELEMENTS OF CHEMISTRY. By Prof. Sidney A. Norton, of the Ohio Agricultural and Mechanical College. Cincinnati and New York: Van Antwerp, Bragg & Co.

This neatly executed manual of 300 pages, presents a clear, judicious compend of the elements of chemical science, in its recent advanced stages, and bears evidence of fresh familiarity with both the theoretical and practical aspects of the subject. As an introduction to a science that is expanding every day and growing in importance, and especially useful in awakening a taste for scientific pursuits, this book will be found well adapted to its purpose, and will at once, we think, take its place as a valuable elementary text-book.

A GUIDE-BOOK TO THE WHITE MOUNTAINS. — This is a 12 mo. volume of nearly 300 pages, and contains historical and descriptive accounts of all places of interest, with maps, for northern pleasure-travel among the White and Franconia Mountains, to Montreal and Quebec, and along the St. Lawrence and Saguenay rivers. Over two hundred places are described, and the means of access to them, and all other necessary information is given to the seeker of pleasure and health among the mountains and the lakes. The book has been prepared at the office of the N. E. Journal of Education, in order that teachers wishing to attend the meeting of the American Institute of Instruction, which is to be held this year at the White Mountains, July 9–12, may save their well-earned money, and make the most of their vacation. It contains the programme of the Institute, with all necessary information as to the meetings, excursions, railroads, etc. Price of the book in paper covers, sent by mail, 55 cents. Address F. B. Snow, 16 Hawley Street, Boston.

GOOD WILL. — This is a new song book for the Sabbath schools. It is prepared by Prof. T. Martin Towne, and Prof. J. M. Stillman, both of whom have taught music in leading schools of the state. The work is published by F. H. Revell, 148 and 150 Madison Street, Chicago. It has already reached the fourth edition, though published a few weeks since. It is in the form of the Gospel Hymns, issued by Moody and Sankey. The leading religious papers of Chicago speak of the work in the highest terms of praise. From our acquaintance with the authors, we know that the selections of songs and the music must be high-toned, spiritual, and earnest.

NOTES.

IT is proposed to make the new school building at Lodi somewhat smaller than the old one, burned the 29th of March.

INDIANA has a new educational journal, The Normal Teacher, published monthly at Ladoga. The first number appeared in March. Price, $1.00 a year.

A SAINT CROIX COUNTY TEACHERS' ASSOCIATION was organized at New Richmond, May 4; Geo. Jackson, President; Addie Grey, Secretary. Miss Betsy Clapp is county superintendent.

OHIO, Indiana, and Michigan have a Tri-State Teachers' Association. The first meeting was held in Toledo. March 9, and attended by 700 persons. The second meeting was also at Toledo, May 4.

EX-GOVERNOR WASHBURN and the regents of the state university have selected the site of the observatory, which he has endowed and donated to the state. It will be built near the summit of the hill beyond the Pre-ident's house.

PROF. W. S. JOHNSON, of the Whitewater Normal School, writes us that he will sail for Europe June 22d, and promises to furnish two articles for the JOURNAL, while he is gone — one for August, and one for September. He will make it a special point to visit the drawing schools of England and France.

JOHN J. SOMERS, principal of the ward school of the tenth district of Milwaukee, was elected, May 7th, superintendent of the city schools by the Board of Education. James MacAlister, Esq., who has served in this office with great efficiency for four years, stated, in his last quarterly report, that "No one could have received a more generous support during the years that I have labored in the service of the public schools of this city."

WE are pained to learn that Miss Margaret Hosford, teacher of grammar and rhetoric in the normal school at River Falls, has been compelled by serious illness to leave her work. Her many friends will be exceedingly gratified to hear of her full recovery.

THE spring institutes — twenty-one in number—cost the state only $1,383.05. Of this sum $950 were paid as the salaries of the conductors; $341.60, to meet their personal expenses; and $91.45, on a few incidental accounts. The two weeks' institutes were relatively cheaper than the one week.

THE National Educational Association will not meet this year; the Paris Exposition is in the way. The American Institute of Instruction will meet in the White Mountains, July 9-12. Those, who cannot go to Paris, will do well to go to this meeting. Headquarters at one of the hotels. The exercises, we take it, will be largely physical. See notice of a guide book.

THE University of Michigan has issued a circular announcing very radical changes in the regulations respecting its courses of study. An entirely new course has been established, and is regarded as the natural sequel of the so-called English course of the high schools. The graduates in this course are to receive the degree of Bachelor of Letters. It is to be seen how this new departure will be received.

THE Superintendent of Public Instruction has, according to the provisions of the law which created the Board of Text-book Commissioners, designated Monday evening, June 3d, 1878, and his office, as the time and the place for the first meeting of this board. The members, besides himself, are Hon. R. E. Davis, Hon. George H. Paul, Pres. George S. Albee, and Hon. John B. Quimby.

PROF. IRA C. KLINE, the deputy superintendent of public instruction of Iowa, recently gave us a pleasant call. He was accompanied by his newly married wife, and was on his way east to visit old friends. The professor was raised and partially educated in this state, and retains a lively interest in our educational affairs.

A SHORT time ago, the question of admitting the pupils of the real-schulen, or high schools, was submitted to the professors of all the universities in Prussia; and yet, not only men of letters, but a vast majority of their scientific colleagues, gave their voice in favor of classical training for all boys intended for the university. This is very high authority.

PROF. L. D. HARVEY, of Sheboygan, advertises, in this number, his ventilator. This has now been in use over a year; and, we understand, that it is giving excellent satisfaction. It was introduced, last winter, into two public school buildings at St. Paul, Minn., and arrangements are now being made to use it in most of the school rooms of that city. The apparatus is very cheap, and is designed to regulate the passage of the air through the windows, and to prevent the air coming into the room from blowing directly upon the heads of the pupils.

WE understand that Messrs. A. H. Andrews & Co., of Chicago, school furnishers, are perfecting arrangements for the publication of a system of elementary drawing, prepared by Prof. McGregor, of the Platteville Normal School. This announcement will be read with interest. The same firm have shown us a new set of philosopical charts, printed in bronze on a dark back-ground, which are superior to any thing of the kind we have seen before, and which will be very useful where much apparatus cannot be afforded.

THE Secretary of the War Department has been establishing schools at all the military posts, garrisons, and permanent camps in the United States. The chaplains are the superintendents of the schools, and enlisted men serve as teachers, each receiving 35 cents a day additional pay. These schools are attended by the soldiers and their children, together with the children of citizens living at the posts. The necessary school books are purchased from the post fund.

In the old military posts at Fort Howard, Portage, and Prairie du Chien, in this state, schools were held for many years subsequently to 1816. Chaplains did not always have the charge of these schools. Usually non-commissioned officers were detailed to teach the children of both soldiers and citizens, and received each 15 cents a day above the regular army wages of $5.00 per month.

PROF. I. N. STEWART has lately procured, for the Berlin high school, a unique and valuable collection of Indian stone implements, sixty-seven in number. They were plowed up a short distance north of the school building. The account states that the stones were evidently placed in a cache for safe keeping. The largest is 10½ by 3½ inches, the next is 8½ by 3, and one 7½ by 3, and one 7 by 3¼. Fifteen more average 6 by 2. The stones are oval, and some are pointed, and were probably used as lance heads and knives, and for skinning and dressing skins. They are of a peculiar white crystalline quartz.

ON A recent visit to Evansville, Rock county, we had the opportunity to address the citizens of that place upon the present phases of education in the state. We found them interested in the subject, and especially in the prosperity of their graded school. Here an excellent academy was maintained for several years, and prepared the people to sustain subsequently the public high school. A beautiful and commodious building for the latter has been erected. The school maintains four departments, and they all seemed to be well filled. We found in the high school room about seventy pupils at the chapel exercises in the morning, a portion of these having come in from the grammar department. Prof. A. R. Sprague, a graduate of Beloit college, has been in charge of the school for two years, and, as we were informed, will be continued for another year. He has done good work in the school, and has imparted his own enthusiasm to his scholars. Miss Pettigrew, a former teacher at Madison, has given excellent satisfaction, the past year, at the head of the grammar room. With the other teachers we have no acquaintance, but they appeared to be filling their positions with skill. We were impressed with the fact that the very best opportunities are furnished to make the school at this place a superior one.

THE committee appointed by the legislature, last winter, to examine and appraise the books, fossils, minerals, scientific and mathematical instruments of the late Moses Strong, assistant state geologist, have completed their work, and made their report to the governor. They recommend the purchase of all the articles offered to the state. They are to be placed in the university, and used by it, or disposed of by exchange or otherwise. Mr. Strong, after graduating at Yale College, spent two years in the mining schools of Germany. His note books, prepared while he was at school, show that he was a most painstaking and accomplished student. He had collected some rare books and fine fossils, which pass into the hands of the state. With his superior qualifications for the field work on the geological survey, he united the ready skill of a master draftsman. His early death was a great loss to the state. It is a slight, but fitting tribute to the worth, and for the services of this young man, for the state to purchase for the university, or for its own use, the library, instruments, and cabinets, which he had collected.

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FINLAND AND THE KALEVALA.

Are the readers of the JOURNAL familiar with the Kalevala? If not, perhaps the following lines may not prove uninteresting:

Let me preface the tale that attaches to the Kalevala, by stating that we have in literature two sorts of epics: the *epic of art,* and the *popular epic.* Of epics of art we may name, as examples, Milton's *Paradise Lost,* Tasso's *Jerusalem Delivered*, Camoen's *Lusiad,* Virgil's *Æneids*, and add, that there are a large number of them in the literatures of the different languages. The popular epics you can count on the fingers of your left hand. They are but five, and these are the following: 1. The *Ramayana* and *Mahabharata* of the Hindoos. In this classification I count them as one, although they are generally looked upon as two. The former contains 48,000 lines, divided into seven books, the other contains no less than 200.000 lines, divided into eighteen books. Of the Mahabharata it is said, in the poem itself, that the world does not possess a story that is not based on this epic. 2. The *Shahnameh* of the Persians (*shah-nameh* means Book of Kings). This poem contains about 60,000 couplets, that is to say, it is about four times as large as the Iliad and Odyssey put together, and Sir Wm. Jones says of it, that "if it should ever be generally understood in its original language, it will contest the merit of invention with Homer himself." 3. The *Iliad* and *Odyssey* of the Greeks, counting these also as one, and the latter is really a continuation of the former. We can afford to pass this epic without any further remarks. 4. The *Niblung Story* of the Teutons. The old high German version of this, the so-called *Nibelungen Lied*, is well known to most scholars, at least

by name, but besides the old high German version, which is divided into thirty-nine adventures, or cantos, there are three old Norse versions of the same story, one in poetry, and two in prose. The Niblung Story is *our* epic, and, hence, all members of the Teutonic branch of the great Aryan race should be familiar with it. It will be noticed that these four epics are all Indo-European or Aryan. 4. The fifth popular epic is, then, the *Kalevala.* This is not Aryan, but Ugrian.

The Ugrian race includes the Finns, the Esthonians, the Magyars in Hungary, and other less important peoples, and the *Kalevala* is Finnish. Finland is now the northwestern province of Russia, situated on the eastern coasts of the Baltic Sea, and contains nearly two million inhabitants, of whom over a million and a half are Finns. These people are not savages, but a highly civilized community. They have public schools everywhere, and nearly all the native population are able to read and write. There is a flourishing university at Helsingfors, attended by more than 600 students, and attached to the university is a large library and a botanical garden. The Finns have a constitution of their own, and they govern themselves almost independent of the Russian emperor, who is styled Grand Duke of Finland. The religion in Finland is Lutheran. The literary culture of the Finns takes its beginning far back in pre-historic times. I need not add, that by *literary culture*, I do not mean the possession of a *written* literature; for the committing of it to writing has, as we shall see, taken place very recently.

The first time that Finnish literature was mentioned south of the Baltic was in 1682, when a learned professor in Kiel, Daniel George Morhof (I cannot find his name in my cyclopædia, but he is the author of a number of poems and linguistic works, and established his reputation by a work entitled "Polyhistor," the fourth edition of which appeared in 1747, and which is of considerable importance to the student of literature), published from Bang's "Historia Ecclesiastica Sveo-Gothorum," a Finnish ballad, accompanying it by a German translation. This settled the fact that there was such a thing as Finnish poetry, and, so it came to pass, that we are indebted to Gœthe for a Finnish love story. In Finland itself, the first man who undertook a collection of popular songs, was Henrik Gabriel Porthan, born in Tavastland, 1739, and died as professor of Roman Philology at the university of Finland, 1804. Prof. Porthan exercised a powerful influence upon the development of the Finnish national spirit. He was the soul, and, for many years, the editor-in-chief of the first journal

published in the Finnish tongue. He became the Herodotos of Finland's history, and by drawing public attention to the existing monuments of Finnish language and popular songs be laid the foundation of Finnish philology.

To Porthan, Ganander and Lencquist were greatly indebted in the preparation of their works on Ugrian mythology, for they naturally had too look for much of their mythic material in the popular ballads and folk-lore stories. Still, all the work done up to this time (1820) must be considered fragmentary and it merely foreshadowed the "undone vast."

The second epoch in the evolution of Finnish literature is marked by the publication of a collection of poems, in five parts, by Zacharias Topelius, in 1822-36. Topelius is next after Runeberg, the greatest poet that Finland has produced, and since 1854, he has occupied the chair of Finnish, Russian and Northern history in the university of Helsingfors. It is true, that Prof. von Becker had already, in 1820, in the Finnish journal referred to above, made an attempt at gathering together into a systematic whole all the ballads referring to Wainamoinen, the chief actor in the Kalevala epic; but Topelius dipped his poetic pen into all these wondrous legends and moulded them into lyric songs that were enthusiastically sung by the whole race, and this quickly opened the way for the third epoch, which culminated in the production of the Kalevala.

Dr. Elias Lonnrot, a distinguished Finnish philologist, was born in the year 1802. From his childhood he had been charmed by the wonderful songs and stories found among the peasants and fishermen of his country, At school he studied medicine, expecting to practice the art of healing for a living, but he also kept up his Finnish studies as an amateur, and soon got to be a high authority on all questions referring to Finnish history, ballads, folk-lore, and mythology, and as a result, he was elected professor of Finnish language and literature at the university of Helsingfors in 1853. The works contributed by von Becker and Topelius, suggested to him the idea of gathering together all the scattered poems about Wainamoinen Ilmarinen Lemminkainen, Youkahanien, Jumala, Pohiola, Ukko, Kaleva (are not these musical names?), etc., and weaving them into a a continuous epic of the race. For this purpose, he spent many years in wandering about from cottage to cottage, throughout Finland and the Finnish parts of Lapland and Russia. He would visit the peasants and fishermen, and sit, in the evenings, at their hearths and have the men,

women, and children sing all the songs and tell all the stories they knew, all of which he faithfully recorded. And he was amply rewarded for his time and labor spent. The first result of his travels among the peasants and fishermen was a collection of poems, entitled Kantele (*Kantele,* in the Finnish, means a harp). This appeared (1829-1831) in four parts. Then followed *Kalevala* (from *Kava*, the mighty one) in two parts, in 1835. The Kalevala included about 12,000 verses, divided into thirty-two *runot* or cantos. Dr. Lonnrot continued his researches, and published, in 1840, *Kanteletar*, a collection of ancient epic and lyric ballads; in 1842, a collection of Finnish proverbs; and, in 1844, a collection of Finnish riddles.

The Kalevala immediately won the hearts of the whole people, and the demand for it was so great that Dr. Lonnrot was enabled to publish, in 1849, an enlarged edition, which contains 22,793 verses, divided into fifty runot or cantos, and a third edition appeared in 1866. But the name and fame of Kalevala was not to be confined within the narrow borders of Finland and the Finnish tongue. It was to be read and admired bv the whole world. Lovers of the weird, the true, and the beautiful, in every country, were to be charmed by the unadorned loveliness and perfect epic objectivity of the descriptions in the Kalevala. The work was immediately translated into Swedish first, by Alexander Castren, and afterwards by Karl Collin. The translation into Swedish brought the Kalevala to the attention of the learned men throughout Europe. In 1846, Germany's great philologist and mythologist, Jacob Grimm, made it the subject of an exquisite disquisition in which he extolled its merits to the skies. The French scholar, M. Leouzon le Duc, immediately turned it into French prose in his book *La Finlande.* To those who read French, I would like to recommend this *transprosing* of Kalevala, but for the fact that it is not very well done. In 1852, there appeared a very excellent translation into German, by Anton Schiefner. This is a poetic version, based on the original edition of 1849 and contains a good vocabulary. In English we have a a partial translation by John A. Porter, late professor in Yale College, published in New York in 1867 (new edition in 1873). This edition is furnished with a brief introduction and analysis of the poem, but, as stated, only a small portion of the poem is given; still the fragmentary selections present the most interesting episode, and the reader is able to get from it a pretty just idea of the subject and style of the poem.

The Kalevala is, in reality, but another version of the world-old

story about the struggle between light and darkness, good and evil, virtue and vice, life and death; in other words, it is a Finnish elaboration of the sun-myth, the same myth as that which lies at the bottom of William Tell, and Palnatoke, and Sigurd, and Achilleus, and the rest of that class. Kalevala reflects the Finnish popular mind and heart, in the working out of the story. I have not the time to give a synopsis of the tale told in Kalevala. Those who would like to know how the epic reads, will have to secure one or other of the translations referred to. Will it repay the reading? We certainly think so. We naturally think that our own epic, the Niblung story, is the grandest poem ever produced, but we may be prejudiced in its favor, because it is *our own*. A Finn may think likewise of the Kalevala. Permit me to quote on this point a passage from the Kalevala:

> "Better tastes, in one's own country,
> Water from a shoe of birch-bark,
> Than, in foreign regions, honey
> Drunken from a golden goblet."

My translation is not very good, but you get the idea. A Finnish proverb has it:

> "Listen to the pine-tree's sighing,
> At whose root was built your cottage!"

We should first see to it, that we acquaint ourselves thoroughly with what our own fathers have bequeathed to us, and, when that is done, we may visit our neighbors and see what sort of mythic and epic edifices their fathers have constructed for their habitation. Whoever undertakes the reading of it, I am sure, will find this new mythology and popular character, these plaintive verses consisting of four trochees, with only now and then a rhyme, but abounding in alliteration, and a weird periphrastical repetition of sound and ideas,— I say, whoever undertakes the reading of it, w ll be sure to find it a thing of exquisite beauty.

In closing this sketch, permit me to quote the following passage from Max Müller's *Science of Language*, where, in speaking of the Kalevala, he does but echo the voice of all scholars and critics, who have had the good fortune of reading the Finnish epic. Max Müller says: "From the mouths of the aged, an epic poem has been collected equalling the Iliad in length and completeness, nay, if we can forget for a moment all that *we* in our youth learned to call beautiful, not less beautiful. A Finn is not a Greek, and a Wainamoinen was not a

Homer. But if a poet may take his colors from that nature by which he is surrounded, if he may depict the men with whom he lives, *Kalevala* possesses merits not dissimilar from those of the Iliad, and will claim its place as the fifth national epic of the world, side by side with the Ionian songs, with the Mahabharata, the Shanameh, and the Nibelunge."

And, perhaps, I ought also to add the following passage from the pen of the editor of Dr. Porter's edition of the poem: "There breathes throughout the spirit of the country which produced it. Little touches and short phrases open up to us long vistas of birch forest, with glimpses of the roaring waterfall. We see the deep green lakes, and live in the innermost life of the peasants and fishermen, who inhabit their shores. We see the three great heroes of Finland, and their figures are not dimly drawn, but we are awed by their mighty presence. The spells of magic, which Wainamoinen throws over his enemies, and with which he gives life to the dead, are thrown over us, and we read eagerly of his heroic deeds. In one passage, the birth of the harp, a sublimity is reached which is without parallel in other epics. With the simplicity of all early people and poets, no details are too minute or too unworthy of a place in the verse, and we behold the life of Finland without any conventional drapery."

Who would not like to read Kalevala?

University of Wisconsin. R. B. ANDERSON.

EXAMINATIONS.

From time to time, in the last few years, I have read and heard much on the examination of teachers, but I am apprehensive that there are some very loose views abroad in regard to the true end to be sought by the examination. If we look over the lists of questions prepared by county superintendents, as well as by city superintendents, we no doubt might come to the conclusion that no particular object is aimed at, except merely to hold an examination in form, to push a hobby, and to make prominent one's own particular notions. Is it the purpose of the examination to test the candidate's knowlege of isolated facts, or to test his ability to *think*, to handle a subject in logical order, and build an argument upon given data?

The majority of the questions submitted seem to seek for mere facts, ignoring any test of this ability to think and to develop a subject from

its first principles. Can the candidate classify facts and generalize; has he the ability to apply fundamental principles; can he treat a subject in all its parts as a unit, show how the parts are related to one another, and to the whole subject?

This is an important point in the case of a teacher, as well as in the case of a lawyer, or a man of any other profession. Isolated questions call for isolated facts, which the candidate may be able to give without being able to give their application. In fact, they may not test his knowledge or his ignorance of the subject. One may, for instance, be able to give all the markings of the vowels and the consonants as laid down in Webster's dictionary, and yet not know very much of the real nature of vocal elements, or of the laws that govern articulate sounds. Similar illustrations might be given in the various branches of study. One might give the formulas in relation to falling bodies, and yet be quite unable to develop the formulas. No one would for a moment deny that the ability to develop the formulas is, by far, more valuable than the mere ability to tell what the formulas are; for when one has mastered a principle in all its relations, and can develop formulas that grow out of it, he has mastered not simply that particular principle, but he has acquired mental power that can be applied by him in other directions, and to the investigation of other subjects. Here is the secret of the whole matter.

The examination should determine whether the candidate has this mental power, which he can readily apply in any direction whatever. It seems to me that our method of examination should be so modified both in classes in high schools and in teachers' examinations, as fully to test this point. We should determine the ability of the candidate to think, to reason, to treat a subject as a whole. Instruction in our schools takes its cue, in a large measure, from the method of examination pursued in promoting classes, examining teachers, and in examining candidates for higher institutions.

If an improved method of examination can be devised and put in practice, we can have improved instruction in schools to correspond.

B. M. REYNOLDS.

THE ENDS OF TEACHING.

Work has its real reward in the ends it seeks. It behooves us, then, in the outset, to clearly comprehend the object we would seek in our teaching. A person can successfully teach only what he knows.

This truth is so manifest that we are in danger of thinking that teaching is merely the communication of so much knowledge. There are many things which tend to foster this idea. The present system of examination and grading (good in themselves) conduces directly to this belief. The person who holds a certificate considers himself, and is considered by others, as possessing the requisite amount of knowledge, and therefore competent to instruct. Nothing can be more fallacious. The possession of information sufficient to secure a certificate is not the only requirement for instructing others. Knowledge of grammar, geography, history and arithmetic does not constitute any one a professional educator. It is not always the person who knows most that is the best instructor. Book-knowledge is needful, but natural ability to teach and careful observation are still more needful. By his failures, as well as his successes, must the young teacher learn experience. Dr. Arnold has well said, "I prefer activity of mind and an interest in the work to high scholarship, for the one may be acquired far more easily than the other."

But the imparting of information is not the sole end of teaching. If the school is noisy, rude, and disorderly the teacher is called upon to answer at the bar of public opinion, and the verdict of inefficiency is at once pronounced. People rightly expect something more than knowledge as the result of school attendance. The teacher's most responsible duty is to exercise a strict supervision over the conduct and deportment of his pupils. It is true that home training is often very deficient or even vicious, but this fact by no means lessens the teacher's duty, it only renders it more imperative. The combination of such supervision with instruction is the greatest service which the teacher can render to the state or individual.

Socrates and Plato sought the good of the state in the goodness of her citizens. In this we can see the root idea, grandly developed in christian civilization, that uprightness of character is the great end of life. The teacher performs a truly noble work when he lays in the minds of the pupils the foundation of a sound moral character by teaching them to love virtue and hate vice; to fight bravely against temptation and exercise self-control; to overcome all obstacles and manfully to follow the path of rectitude in the midst of difficulties. Truthfulness, honesty, and self-denial are as necessary in the school room as in the affairs of every day life. Nor are these to be secured by mere force of authority, but by their recognized goodness, if they are to act as controlling principles. The aim should be to so habituate

pupils to self-control that they may be prepared wisely to direct their own conduct when all the restraints and councils of home and school are withdrawn.

The complaint is made by those opposed to our common school system, that the schools are fast becoming immoral. If this is true, then have they a good excuse for their opposition, and for establishing private schools. Many of these people are thoroughly conscientious in their belief, and can only be dissuaded by actual proof. Wholesale condemnation of those who do not think as we do in regard to this matter does no good, but much injury. We must endeavor, by more care in the matter of sound moral instruction of a non-sectarian character, to convince them that there is no foundation for their belief. And one of the surest means of securing this result is the exercise of more care in the selection of teachers. The teacher can exercise influence over his scholars only according to what is in himself. He cannot lift them to any higher eminence then that which he has himself attained. The stream cannot rise higher than its source. This is an unquestioned fact, and yet it is often overlooked. We are often satisfied with good intellectual instruction, and forget that moral fruit is best. The after-life of the scholar should reflect honor upon the teacher by displaying, though at a great distance, the results of school training. In such a case, the teacher sees his own better traits reproduced in many who caught from him the inspiration to a nobler life.

Elkhorn. D. H. F.

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—I.

The University of Wisconsin is, in all respects, a state institution. The constitution declares that "provision shall be made by law for the establishment of a state university, at or near the seat of state government." Its organization therefore was imperative, and was effected by virtue of legislative enactments. Having accepted donations from the general government and from individuals, and by reason of its own appropriations, the state is fully committed to its support. The object of the University is, as declared by the act of its or-

ganization, to provide the inhabitants of Wisconsin with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts. Its government is vested in a board of regents. The institution embraces a college of arts, a college of letters, and a law school. No religious tenets or opinions are required of any person connected with it, either as teacher or scholar. It is open to pupils of both sexes, and the tuition is free to all residents of the state. It has excellent buildings, is liberally endowed and well patronized. What has been accomplished in a literary, scientific, or educational way, by those formerly connected with it as chancellors, presidents, or professors, and by those constituting the present faculty, it is the object of these sketches briefly to record.

By the act of the general assembly of 1848, establishing the University, the regents of the institution were given power, and it was made their duty, to elect a chancellor, who should be, by virtue of his office, president of their board. John H. Lathrop, LL.D., was called to that office the same year; and, after a professorship of ethics, civil polity, and political economy had been established, the duties of that chair were assigned him. He continued to fill these positions until January, 1859; when his resignation, made some time previous, was accepted. Although afterward called to the professorship of ethical and political science, he soon resigned that chair also and left the state. Such, in a word, is a statement of Chancellor Lathrop's connection with the University of Wisconsin.

As Dr. Lathrop is no longer numbered among the living, it is eminently befitting the occasion that brief mention be made of his life—especially of his services as an educationist. He was born in Sherburne, Chenango county, New York, January 22, 1799. He entered Hamilton college as Freshman, but left that institution at the close of his sophomore year to enter the junior class at Yale. After graduation, he was preceptor of the grammar school at Farmington, Connecticut, six months, and of Munro academy, Weston, same state, two years. From March, 1822, to September, 1826, he was tutor in Yale college, and, in the summer of 1827, was employed as instructor in the military academy at Norwich, Vermont. He afterward became principle of the Gardiner lyceum at Gardiner, Maine, where he remained nearly two years. In 1829, he was called to Hamilton college as professor of mathematics and natural philosophy. In 1833, he married the daughter of John H. Lothrop—a slight change in name for the lady, but, nevertheless, *a* change. In 1835, he was advanced to the

Maynard professorship of law, civil polity and political economy,—he having, while tutor in Yale college, pursued a course of studies in the law school of that institution and afterward having been admitted to the bar. He was chosen, in 1840, president of the University of Missouri, entering upon his duties in the following year, and holding his post until April, 1748, when, as before stated, he was elected to the chancellorship of the University of Wisconsin. In 1859, he was called to the presidency of the University of Indiana, but the next year returned to Columbia, Missouri, as professor of English literature in the institution he had formerly presided over, and was made chairman of the faculty in 1862. He became a second time president of that university in 1865, holding the position at the time of his death, which occurred August 2, same year. In 1845, he received the degree of doctor of laws from Hamilton college.

Dr. Lathrop, although never essaying authorship, was, nevertheless, a ready writer. His style was peculiarly energetic and picturesque. Take this example, from his inaugural address of January 16, 1850, at Madison, as chancellor: "Nothing short of the universal culture of the popular mind can save from dissolution the great fabric of European civilization;" where, as is usually the case, the energy of his words are in keeping with the comprehensiveness of the thought. The following from his inaugural, upon the occasion of his assuming the presidency of the University of Indiana, gives a fair idea of the picturesqueness of his style: "Look through the length and breadth of our land, and count if you can the literary corporations which have, in the beginning, mistaken the *building* for the University; exhausting their funds and incurring debt in the erection of costly edifices, leaving nothing for books and apparatus, and less than nothing for the living instructor. How many of these splendid temples may be found almost without a priest and without a worshipper;—all beautiful and attractive without, while all within is vacancy and silence—still as the habitation of the dead; or, if tenanted at all, perchance it is by the gaunt forms of literary mendicants, heartsick with promises 'made to the ear, but broken to the hope'—luckless candidates for a speedy immortality!"

Among Dr. Lathrop's published efforts are (besides his inaugural addresses) "A Topographical Description of Wisconsin," "Address at the First State Fair in Wisconsin," "Eulogy on Henry Clay," "Report of the Board of Visitors to the Military Academy at West Point," and "In Memoriam." Upon the occasion of his resigning the chan-

cellorship of the University of Wisconsin, the board of regents declared that his long, faithful, and able administration of the affairs of the institution met with their unqualified approval.— C. W. BUTTERFIELD, *in the University Press.*

EXAMINATION OF TEACHERS.

[The following is from the "Official Department" in the *Educational Journal* of Virginia. This department is conducted by the able Superintendent of Public Instruction, the Hon. W. H. Ruffner. The article will be found suggestive and instructive, in many ways. The laws of Virginia and this state differ, of course, somewhat.]

As a rule, all persons of good character desiring to teach in the public schools have a right to be examined. Theoretically the county superintendent does not know how many teachers will be wanted in the county, and he has no right to give the preference to some applicants over others who are or may be equally qualified. And even if the schools be all supplied, this officer cannot tell what vacancies may occur. Vacancies may occur at any time from accidental causes, and school boards may be dissatisfied with some of their teachers, and would gladly change if they could better their schools thereby. Hence it is wise and proper to license all suitable applicants, and to keep a reserve of teachers. And it is in itself right to give all candidates an equal chance, and to give school boards the largest possible number to select from. There is, of course, a limit beyond which a superintendent could not justly be expected to go, but this could be only in cases which probably never occur in our state, such as an overwhelming number of candidates, or applications made after the schools have nearly or entirely been terminated for the year. In some countries even private teachers must pass examination before the public officer, and although we are not prepared for this, the public interest would be promoted by the voluntary appearance of all teachers before the county superintendent of schools.

As to the time and place of examination there can be no unbending rule. It cannot be said that either party has the right to disregard the convenience of the other. The superintendent may and should have an established method, and should also allow of exceptions. He should give notice of time and place — having more than one in large counties — and require candidates to be present. This is not simply or chiefly for the sake of economizing the officer's time, but because the

examination will thus be better arranged and conducted, and, what is the principal advantage, the same examination will be given to all candidates. This last point is particularly important when the standing of the teacher on each subject is indicated by a grade mark on the certificate. But some worthy candidates may fail to attend — possibly for good reasons — and if they apply at other times they should not be refused a hearing; because their absence, whether avoidable or unavoidable, did not work a forfeiture of their claim; and although they may ordinarily be made to feel that they ought, if possible, to have been present at the appointed time and place, they should still be examined faithfully and ungrudgingly, and the question of licensure be justly and impartially decided. There may be a case now and then in which the candidate's failure to attend on the regular examination day may be without excuse, and even contumacious in spirit, and as such, may be properly considered among the points which finally determine the question of licensure. But such a case is rarely encountered.

The conditions of licensure are clearly laid down in the law. The county superintendent must be satisfied that the applicants possess proper "capacity, acquirements, morals, and general fitness," before he is allowed to license them. They must possess not simply one, two, or three, but all four of these qualifications. Capacity should be regarded as including both intellectual ability and aptness to teach. As to acquirements, the candidates should, of course, possess an adequate knowledge of the branches they propose to teach; not a smattering, imperfect knowledge, but a mastery of the subjects, and a knowledge of the best methods of teaching them. In respect to morals, the superintendent has a right to demand a high character, such a one as children may properly imitate. Every practice which, by the strictest and purest law of morals, could be pronounced an immorality, of itself disqualifies the candidate to teach in the public schools. The words "general fitness" include everything pertaining to the candidate which is not included in what has gone before. A bad reputation unfits the candidate even if he be innocent. So also are persons unfitted who have bad temper, rude or eccentric manners, vulgar associations, unsound and offensive sentiments, or any other peculiarity which would display a bad example to children, or be offensive to the community. On all these points the county superintendent must be satisfied, or he cannot lawfully grant a certificate. And he cannot properly be satisfied without sufficient positive evidence on each and every point.

All certificates are granted "subject to revocation." That is, the county superintendent has the power, at any time, to revoke the teacher's license, and thus deprive him of all right to continue one day longer in connection with the school system. The law does not specify the grounds on which this may be done, but it is fair to conclude that this may be done for inefficiency or neglect of duty, or for violation of the school laws or regulations, or any seriously improper conduct, or for any revelation in respect to the teacher which would have prevented the original granting of the certificate if the facts had been previously known. The remedies which the teacher may have against unjust treatment in regard to this and other matters will be considered in a future article.

The mode in which an examination of teachers shall be conducted, is at the discretion of the county superintendent under instructions from the central office. It is not proposed here to indicate the preferred manner of conducting an examination. So far as capacity and acquirements are concerned, the superintendent must for himself ascertain by the usual tests of oral and written questions and answers whether the candidate is up to the proper standard. It would seem to be scarcely necessary — and yet events have shown that it is necessary — to say that the examination on these points must be conducted only by or in the presence of the superintendent; and, hence, that the sending of questions to an absent candidate, or the allowing of a candidate to take questions away, and prepare the answers elsewhere, is highly improper, and could never be done by a competent superintendent, except from a want of a consideration. Nor should there be any horseback examinations. The duty should be deliberately and thoroughly performed, with studious forethought on the part of the examiner. An examination need not be very protracted in order to test the knowledge of the candidate. The examiner's skill is shown by his ability to do this by means of a few questions. There is an art in this business which should be carefully studied. Above all things the examiner should avoid worrying the candidate with his own hobbies or with scholastic puzzles; and he should on the contrary be most careful to make sure of the candidate's knowledge of the main commonplaces of the subject.

In granting licenses the professional certificate should be allowed only in highly exceptional cases, as is insisted upon in the regulations, and as indicated by the terms of the certificate. No teacher should feel wounded at the failure to receive this special and extraordinary honor, for it is special and extraordinary.

The re-examination of teachers, as a general rule, should be conducted with as much care and thoroughness as the original examination, as a means, not so much for satisfying the superintendent, as for improving the teachers.

INSTITUTE TEACHERS.

Institute managers should remember that an institute lecturer, teacher, and talker, are not the same thing. A man may be a pleasant lecturer or an abundant talker, and be no true teacher at all. But a proper, working teachers' institute requires, above all things, good teaching. And to teach well in an institute one should, first of all, have been a *successful teacher*. It is contrary to the very nature of the art, that he who has failed in the school as the less should succeed in the institute which is the greater. The principle might be more strongly put: he who has not attained an eminent success in practical teaching, gives little promise of anything but failure in institute work.

In the next place, to be properly fitted for that work, the teacher must have learned how to adapt his skilled teaching to the express wants of an institute,—we say emphatically, to adapt his own already mastered art of teaching to the conditions; for *it is not enough* to have laboriously compiled and crammed, for the purpose of tabulation and talk. You may cull from Page, and Northend, and Holbrook, and Russell, and Wickersham, and pirate from your associates and assistants, and have tested little yourself, and be no teacher yourself. We have witnessed interminable blackboard tabulations, and listened to valuable deliverances of mere dogmatism thereon, in which there is neither break nor line of true institute teaching. No accumulation of numbered empirical "musts," and "shoulds," and "oughts," can compare in sense or value with a few clear, self-tested, illustrative "*hows*." But again we insist that these *hows*,—otherwise called "practical" methods,—must have had their first and last beginning in successful teaching. Without that, there is no security that the institute instruction, so-called, will not be overloaded with empirical fancies and theoretic details, which the instructor himself could not work out successfully in the school-room, and which his auditors neither could use, nor would dream of using, after the close of the session. But there is no greater evil in institute instruction than that of elaborately displaying and dogmatically enforcing the untried and

impracticable. It kills the very interest, purpose, and expectation which it is a chief object to arouse. Yet, this is the very evil which must increase and prevail just in proportion as the theory of teaching is made a study, and its presentation attempted by unpracticed or half-successful teachers.

We press these principles earnestly upon our educational authorities, for the institute work is growing in importance, and just in proportion as it becomes prominent, it is likely to be infested by mere platform aspirants and scholastic charlatans, than which nothing is to be so profoundly deprecated. It is bad enough to have so much crude capacity and incompetent training among teachers; but to crown this, by enthroning the same defects on a larger scale on our institute platform, is the "last infirmity of evil."—*N. E. Journal of Education.*

HOW TO REFORM THE SCHOOLS.

There is a cry abroad in the land for a reform in the public schools. True, much of the howling about abuses is senseless and idiotic, but even this is better than the deadness of apathy. The following suggestions are offered for the benefit of "reformers" who are burning to distinguish themselves by a raid on the schools:

1. Don't go to the legislature with a bill. There are some things that even legislatures cannot do. They cannot make people temperate, virtuous, or industrious. They cannot legislate about what people shall eat, drink, or wear; about what they shall say, or how they shall think. For these pseudo reformers, whose panacea is "law," a study of Herbert Spencer and John Stuart Mill is recommended as a specific remedy.

2. Begin by reforming the school in your own district. The loudest grumblers about the failure of our public schools are those who never visit one, and who know nothing about them except from hearsay. See that your trustees employ a good teacher. Visit the schools and suggest to the teacher some of your "reforms." Look after the school library. Talk to the children. Get your neighbors to visit the school. Are you a granger? Suggest to the teacher a course of oral instruction on things relating to farming, horticulture, and botany. Start a school cabinet of minerals, woods, grains, pressed flowers, etc. Help the teacher to ornament the school room with pictures. Question your own children about what they are doing in school.

Many country schools are almost worthless on account of the utter indifference of the "reformers." *No school can be made to rise very high above the average culture of the community which environs it.*

There is a country district in this state where a "normal graduate" taught once on a time. A "trustee" visited him one day as he was giving an exercise in *vowel sounds.* The trustee didn't like the method. It was a new-fangled notion. It wasn't the way he had been "brought up." So he waxed wroth, took off his coat and dared the pedagogue to come outside and fight it out. He was a "reformer," willing to fight for the faith that was in him.

3. See that your neighbors elect the best men in the district for trustees. If you take no interest in the annual school election, the legislature cannot prevent the election of incompetent officers. If you are wild with "reform," run for the office yourself.

4. Try to keep a good teacher when you get one.

5. Offer a fair salary, and the chances are that you will get and keep a competent teacher. If you have to employ a teacher without experience, engage one that has had a full course of normal school training. *Verb. sap. sat.* ("A word to the wise," etc.)

6. Don't expect to reform schools by abolishing text-books. They are necessary evils. Good text-books rank next in value to good teachers. The Chinese have had a uniform series of text-books unchanged for 3,000 years.

Are their schools better than ours? If you believe that the school books in use are worthless, go to work and make something better.

If you are an old red sandstone fossil, and have never examined a school book during the last thirty years, you undoubtedly believe that there is nothing better than Webster's Speller; that in Murray's Grammar the art of writing culminated; that Pike's Arithmetic is the best the world ever saw; and that Morse's Geography, A. D. 1807, is better than Modern trash. The Chinaman does better; he believes in books republished B. C. 1500.

7. Don't imagine that you, or the teachers, or the legislature, or reformers, can overrule the laws of hereditary descent, and make children good scholars, or industrious, temperate, frugal, law-abiding citizens. You, believe, perhaps, that it is the duty of the state to teach every boy a trade, and then find him employment. This comes down to you from a past age when men believed that king were gods; or you believe in curtailing the studies in school to reading, writing, arithmetic, and geography. You will find the hard, common sense of

the American people stronger than your conservatism. Neither you nor President Eliot, of Harvard, with his imitators, nor the enemies of free schools, can stem the mighty current that has set in for *free higher education, and for technical and industrial education.* The instincts of the masses are sound.—JOHN SWETT, *in the Penn. School Journal.*

OUR COUNTRY SCHOOLS.

When it is remembered that these ungraded country schools embrace the great bulk of all the schools, and that the majority of the scholars who attend them there receive all the education they are ever able to obtain, it must strike all that their improvement is a vital necessity, and that so long as they remain the miserable, uncomfortable, inefficient institutions the majority of them are, our school system will be justly condemned for being far below an acceptable and worthy standard. If these schools were merely preparatory, rudimentary institutions through which the scholars passed to some higher and better place of learning, their inefficiency might be tolerated even while it was condemned. But to the great majority of those who attend our public schools, they are the only ones with which they ever get acquainted, and in them most of the rising generation obtain all the knowledge they will ever obtain inside the walls of a school room.

If these be the nurseries of learning for our future citizens, it is well to inquire how the defects, which are patent to all inquirers, are caused, and now they can be removed. They may briefly be said to arise from two causes: Too little money to support the schools, and improper supervision. It is a well known fact that in the small country district, where the school house is of the smallest and meanest proportions; where the schooling is restricted to five months or less in a year; where the teacher is the poorest paid; and where the school conveniences are the most limited, the school taxes are higher in proportion to the the value of the property upon which they are assessed than in the towns and cities where competent teachers and graded schools afford all, or more, in the way of school facilities that the good of the state demands. A school district is carved out of a few sections of timbered lands, partially occupied by new settlers, and the small amount necessary to furnish the children the minimum of school facilities entails often a yearly tax of two per cent. on the

property in the district, while a few mills on the dollar in the city would be thought high to provide the maximum facilities. If the property of the state should educate the children of the state — and upon this principle our common school system rests — is it just to tax property in one district two per cent. to provide school facilities which disgrace the system, and levy a quarter or half of one per cent. on property in another district to furnish the best school instruction? A state tax for school purposes is the only just way of providing funds for carrying on the public schools, and the only way of equalizing the means of instruction throughout the state.

The other feature, improper supervision, is an evil only less than the one just mentioned. It arises both from local school officers and the present system of county superintendence. The local school officers are often utterly inefficient and incompetent to deal with the questions presented them. They have little or no conception of the important nature of the duties confided to them, and how closely the public welfare and the common schools are connected. The heavy local taxation for school purposes leads them to make wages the standard in hiring teachers and not qualifications. Their want of interest and desire for unwise though needed economy reacts on the county superintendent, and any desire he may have to raise the standard of instruction and enlarge the educational facilities is too often stifled by their opposition and that of the people at large. This results in the licensing of unqualified persons for teachers, the retention of those who though qualified educationally yet fail as teachers, and a general slackening of interest in school matters. The county superintendents, in many instances, are compelled to do what they know is detrimental to the best interests of the schools under their charge, because a failure so to do will result in a failure of their re-election. We are scarcely putting it too strong when we say that in many of the counties in the state, and where the evils inherent in our common school system are most apparent, those county superintendents who should discharge their public duties solely with regard to the best interests of the schools under their superintendence, and with an honest endeavor to make those schools the best possible under the circumstances, paying no regard to the wishes or interests of individuals when in conflict with such a purpose, would in nine cases out of ten be defeated if they undertook to be candidates for a second time. We can point to instances where this has been the result, and we believe these instances are but the types of many others.

If the state would provide for the public schools, by a state tax, and take the appointment of the county superintendents into its own hands, we believe that the ungraded schools would speedily become better, and that they would approach much nearer the true standard of what the country schools should be than is possible under the system as at present administered.—*Marinette Eagle.*

HINTS ON TEACHING.

1. *Never attempt to conduct a recitation without special preparation.* Always decide, before beginning, what to do, how to do it, and what to do next. Aim at something. The bow drawn at a venture seldom does much execution. Don't allow yourself to be diverted from your aim by chance remarks or incidents. Even a faulty plan, if adhered to, is better than none at all. When the recitation is finished, if your children cannot state clearly what they have learned, consider the exercise a failure.

2. *As a rule, stand when conducting a recitation.* You are more likely to be alive yourself, and to infuse spirit and animation into your pupils. If they see you "taking it easy," they will be apt to do the same. Children are great imitators; and enthusiasm, like yawning, is wonderfully contagious. Of the two, a noisy recitation is decidedly preferable to a sleepy one; and remember that the hum of business is not, necessarily, disorder.

3. *Never break in upon a recitation to attend to matters of discipline.* I refer not simply to formal punishments, but to the numberless little interruptions that some teachers subject themselves to. "Mary, sit round in your seat." "John, put that knife away, and attend to your geography," etc. If the mischief is not very serious, take no, or little, notice of it till you have finished your exercise. You will thus be able to make your teaching more interesting, and so cure the disease, may be, without a local application.

4. *Never raise your voice above the common conversational tone.* If you do, you will be likely to get angry, and then make a fool of yourself in public. The wise teacher, who sees an evil, will do one of two things: if the evil can be cured, he sets himself quietly and persistently at work to do it; if it cannot be cured, but must be endured, he makes the best of it, and devotes his time and strength to more promising subjects. In no case does he fume and fret and scold about it.

5. *Never whip, or resort to any severe punishment till the day after the offence was committed.* By so doing you will generally avoid punishing at all. You may find you were mistaken in the pupil, the act, or the intent. You will be able to reflect, and act calmly and justly. Put yourself in the pupil's place. Remember children are not vipers nor devils, and most of their troublesome pranks are the outcome, not of malicious premeditation, but of fun — comparatively innocent,— combined with a thoughtlessness not unreasonable when their youth and inexperience are considered. Reformation can generally be brought about in a better way than by scolding and flogging.

6. *Teach your pupils habits of personal neatness.* See to it, in a kindly way, that no child will be willing to enter the school room in the morning without first having washed his face and hands, brushed his hair, clothing, and shoes, and cleaned his teeth and finger-nails. Do it very kindly and discreetly, by speaking in a general way to the whole school, and, as occasion requires, to the pupil privately. However, I may as well say that the only effectual way to do this is by example, and no teacher whose own finger-nails are habitually in mourning need hope for much success in this department.—*New England Journal of Education.*

POOR PAY, POOR TEACHERS.

It is self-evident that no school can be successful without a good teacher; and the only way to obtain a good teacher is to offer a reasonable compensation for his services. We shall see the reasonableness of this assertion when we consider that a person who is qualified for teaching school is also qualified for almost any kind of business; that the same qualities of mind and character which made him a successful teacher, will secure him success in almost any occupation in life. The successful teacher must be well advanced in the science of learning; he must be able to tell or convey to the minds of others, that which is contained in his own mind; he must have tact, patience and perseverance; he must be a moral character; he must be a person of decision and energy; and he must exercise a lively interest in the success of his efforts. Merit is, and always will be, rewarded; character of genuine stability, and principles of sterling worth are, and always will be, in good demand; and a person possessing such qualifications will never experience any serious difficulty in obtaining employment and a

liberal compensation for his labor. The idea that a reduction of salary would lessen the quantity and thereby better the quality of teachers (to use a figurative expression) is absurd in the extreme, while an opposite course would most effectually accomplish the latter, if it did not the former. We cannot help expressing our surprise at the course pursued by those in charge of our school matters; for in our candid opinion a more hurtful and ruinous plan to the cause of education than the one already adopted, could hardly have been thought of. Do we plead hard times? Do we compare the worth of human minds with the size or contents of our pocket-books? Heaven save us from the thought! We believe that if school boards would offer a salary of one hundred per cent. in advance of the present rates, the benefit received from the school would double the extra outlay.

When this is done the position of schoolmaster will be one worth striving for. When the inducements are sufficient, there will be no lack of competent teachers. As the teachers' wages have been reduced, there has been an increased number of applicants for the schools; and this, instead of proving that the course pursued is a judicious one, simply proves the opposite. As the salaries have been reduced, teachers who could command large salaries have left the field, and the vacancies thus made have been supplied with second class teachers. Consequently, those persons who will never be able to command good positions, whose talents will always be second or third class, come into better demand.—*Bradford (Can.) Reporter.*

COMPOSITION WRITING.

To express thought with accuracy and facility is an art which few acquire. Its value cannot be over-estimated, when we realize that one of the characteristics of our age is a tendency to make all valuable ideas universally known. Whatever station in life our pupils may hereafter be called upon to occupy, they will have frequent occasions to express themselves either by voice or pen. One of the most important duties we, as teachers, have to perform is to see that they, at least, have opportunities to do this well. Of what value would a theoretical knowledge of fire-arms be to a soldier if he were ignorant of their use. The young man or woman leaving school brim full of knowledge, but without the power of shedding it upon pages of paper through a pen point, or of hurling it at an audience through the tip of the tongue,

is even more weak and helpless than the unlettered, since the former generally know when they are making fools of themselves, while the latter do not always. No amount of rules of syntax or grammatical technicalities will ever give the art of expressing thought with ease, grace, and force, any more than a thorough knowledge of the rule of addition will make an expert acountant. If you wish to train a class to add accurately and rapidly, you will give very little attention to a rule, but you will require the pupils to add day after day, week after week, and month after month, until they can read combinations of figures in a column as readily as they can read combinations of letters in a line.

So also, if they ever become expert in composition, they must write, *write*, WRITE; not a labored exercise once a month, but daily for years, We have learned to look with distrust upon all teachers who are unable to make composition writing an interesting part of the day's work.

By it the teacher has a most valuable opportunity of becoming familiar with the mental peculiarities of each member of the class, and of making the acquaintance of many of those seemingly unimportant facts which the skillful teacher knows how to use so well in a thousand different ways. The exercise need not become tiresome, since it is capable of so many variations. Arithmetic is the same thing over year after year, but composition writing may be presented in so many different ways that it will always possess the charm of novelty. We cordially invite any one who has made this line of work a specialty to favor us with communications. To begin, we suggest the following exercise:

Explain to the class that when thoughts are communicatted a series of mental pictures are produced in the mind of the reader or listener, the vividness of which will depend upon two conditions — the skill of the speaker in arranging his thoughts and clothing them in words, and the attention of the listener, and his readiness in seizing upon the different combinations. In order that the subject may be clearly understood by the class, request that every member give undivided attention while you repeat a word or sentence, as, for instance, the one word *dog*. Then, after half a minute, ask several members of the class to state what kind of a dog was presented to their mind when you uttered the word. You and your class will be surprised and amused at the variety of mental pictures that flashed through their minds as you pronounced the word. Then try another word or two, if you choose, until the class fully comprehend the fact that audible words produce

mental pictures. By this time your class is wide-awake and ready for business, and you may repeat a sentence, as, They walked across the bridge. Now ask them to write what they saw, describing, in detail, the general surroundings, the bridge, and the individuals. After this is done, ask Mary to read her exercise aloud. Her mental picture will thus be transferred to you, and the resemblance between the two will depend upon her skill in the art of composition, and your degree of attention to her reading. Modifications of this exercise will readily suggest themselves, and we think a few trials will convince you that this a good drill in narrative or descriptive composition. Either try it or suggest something better.—*The Pacific School & Home Journal.*

THE NEED OF ORGANIZATION.—It is deemed sufficient, as a general thing, that the teacher have good order in school, and that he teach the children the different branches in the best classification he can make up after he gets into the school and has time to study it up. He is not expected to receive anything like an organization from the teacher who went before him. Indeed, he generally sets out on the hypothesis that all the teachers who have taught before him in the district, and especially the last one, are mere pigmies in comparison to himself, but he feels that a great responsibility is now rolled upon him to organize and teach the school upon a more elevated and enlightened plan than ever obtained before in the benighted, but now fortunate district. To be certain about a thorough reformation, he turns the children all back and has a thorough review from the beginning. He considers the school fully *unorganized.* He begins as though a school had never been taught in the district before. He don't want anything said by the children as to what the teacher who preceded him said or did. He is apt to lose his temper if any such allusions are made, and he gives them to understand that he is teaching the school now, and the least said about their former teacher the better. This is all well enough if any of the children are trying to use any of the sayings or doings of the former teacher to break down his authority, which they sometimes do. But we ask, is this a correct state of affairs in our schools? Is it right that a school, when it is once organized, should ever become disorganized? Is the school organized for one term simply? It is not only the duty of teachers to grade and keep graded their schools, but it is their duty to close their schools in a way that the teachers following them may be able, by a glance at the record, to take up the school at the point it was left by the former teacher.—*The Common School Teacher.*

BE POLITE AND COURTEOUS TO YOUR PUPILS.—I can hardly imagine a case requiring impolite or abusive language, and the teacher who allows himself to be betrayed into such ways of speaking or acting, will do his pupils harm and have cause to regret his course. Children in their young, passionate, and impulsive natures, do many things for which they soon feel sorry, but no such apology can be made for those who have assumed the responsible office of teacher. They should speak with all possible firmness and candor, act promptly and fully up to the demands of every case, but no case will arise where it will be necessary for the teacher to descend from the high plain of a dignified, polite, and courteous gentleman. Besides there is a power in politeness as a means of discipline. If you make it a point to address your pupils with the utmost deference, to politely request and not rudely command, to thank kindly for every favor, and to let them see and feel that you regard them as ladies and gentlemen, and expect them to extend to you the same courtesy, you will rarely be disappointed.

Cultivate more patience. Young, untrained pupils need your forbearance, compassion and care. They need your guidance, sympathy, and help. While all are in a measure ignorant and need your instruction, some are slow, dull, and need your suggestion, encouragement, and a patient waiting for the unfolding of their powers. Many dull boys have developed into wise statesmen and influential men. The rude, unpolished marble, but waits the painstaking touch of the artist's chisel to make a "thing of beauty and a joy forever." So this persevering patience in the life of a competent teacher has, by nurturing care and anxious forbearing, awaked to life the slumbering faculties of many a youthful mind which, in the care of the unskilled and impatient, would have been made to slumber only the more profoundly in ignorance and stupidity.—*The Eclectic Teacher.*

MR. DICKINSON, Secretary of the Education Department for Massachusetts, sums up his opinions of the necessities of a good school system, and says they are — first, an educated supervision of all the schools; second, thoroughly trained teachers; third, an effective law, compelling the attendance of the whole school population upon the schools for the time the schools are required by law to be kept; and fourth, a sufficient amount of funds to enable school authorities to employ the best talent in teaching, and to obtain the best means for the teachers to use.

TARDINESS.—We give to the word tardy this construction — any one entering school after the exact time of beginning in the morning or after any recess, is marked tardy, and so reported, unless absent a quarter of a day — it is then considered an absence, and so reported. Now to the main question. There is but one way to successfully and satisfactorily break this useless habit, and that is to create such a public sentiment among the pupils and parents that each one will put forth a determined and persistent effort to save the school such a disgrace. Each teacher would have different, peculiar and well adapted methods to create this public sentiment. Teachers should first have the respect of the pupils, and through them the respect of the parents. They must all work together for the common object. Convince the pupils that tardiness is not necessary. Make reports of attendance and punctuality to the parents. Publish the names of those tardy. Put the blame where it nearly always belongs — at home and with the parents. Be precise with the ringing of the bells and carrying out the daily programme. Present the subject each day to every pupil. Get up a rivalry between rooms of the school or between different schools. Take the *Normal Monthly*, and place before the school the rank of the leading schools of the state. And after the majority are on the right side, and only a few are careless and indifferent, let the public sentiment of the school vindicate itself and make it very uncomfortable for any one to be tardy. Now, after trying your ingenuity in a variety of methods and having used praise, ridicule, sarcasm and fun in constantly presenting the subject, with the board, parents and pupils nearly all energetically striving to abolish the last vestige of the hated and dreaded disgrace, if some do not do their whole duty, let punishment, conspicuous, personal, and relentless, fall, and victory is yours.—*Iowa Normal Monthly.*

ACCUSTOM a child, as soon as he can speak, to narrate his little experiences, his chapter of accidents, his griefs, his fears, his hopes; to communicate what he has noticed in the world without, and what he feels struggling in the world within. Anxious to have something to narrate, he will be induced to give attention to objects around him, and what is passing in the sphere of his observation, and to observe and note events will become one of his first pleasures; and this is the groundwork of the thoughtful character.

TURN ABOUT.— It is the custom of the people to elect men and women, whose duty it is to examine teachers. Would it not be well to require teachers to examine the people? We are certain the duty would be thoroughly done. Give them the chance to bring every prominent man and woman before them for a careful and searching examination, with legal power to grant permits to practice their callings, and we are certain there would be less failures in business and the professions than now. One good turn deserves another. If the people, by law, appoint a lawyer to examine a teacher, why should not the same law authorize the teacher to examine the lawyer. They would be mutual checks on each other, and thereby the public good would be subserved. Teachers usually know more about good law than lawyers know about good teaching. We admit there are two classes of teachers in the school room,— those who understand their business and those who do not — but the professional teacher should be just as safe from the interference of the lawyer as the lawyer is from directions by the teacher. The people are gradually learning this fact. The work of teaching requires special preparation so unlike that needed in the other professions, that neither a medical, legal or ecclesiastical training is sufficient to qualify one to follow it. We shall never raise the rank of professional teaching to an equality with the other learned professions, until we are willing to grant thoroughly qualified teachers the privilege of managing their own business. In this way, we shall promote permanency in the teaching profession. Good teachers respect each other, and none more thoroughly dislike poor work in the school room than they.—*Barnes' Educational Monthly.*

GOOD NIGHT.— How gently and sweetly falls the gentle "Good-night!" into loving hearts, as members of a family separate and retire for the night. What myriads of hasty words and thoughtless acts, engendered in the hurry and business of the day are forever blotted out by its benign influence. Small token, indeed; but it is the little courtesies that can so beautifully round off the square corners in the homes of laboring men and women. The simple "I thank you!" for a favor, will fill with happiness the heart of the giver. True wealth is not counted by dollars and cents, but by the gratitude and affection of the heart. If a home be happy, whether the owners possess a patch of ground of one or a thousand acres, they are in the end wealthy beyond mathematical calculations. Then how much more

lovingly are the sable folds of night gathered around the happy homes, how much more confidingly do its members repose their weary bodies in the care of divine goodness, soothing their overtaxed minds to the realities of a beautiful dreamland; awakened, refreshed, and invigorated for the coming day's labor by having bidden their loved ones "Good-night." And if, during this life, we have faithfully attended to all these little soul-needs, if we have guarded carefully all "God's hearts" placed in our keeping, at the close of its brief, yet eventful, day, how much easier to bid all our dearly beloved ones a final "Good-night."

ALL elementary instruction is wasted unlesss it leads to something practical. The study of drawing is a very broad one in application to practical life; and no course of instruction can be satisfactory that does not embrace its scientific and practical features as a basis. The study of drawing, as now taught in the public schools of the country, can be regarded as neither an amusement or an accomplishment. It is industrial in its character.

Industrial drawing does not mean picture drawing, or the drawing of the human figure, or birds, animals or miscellaneous objects generally, in the elementary instruction. Industrial drawing teaches the principles of design, as applied both to the form and to the decoration of all manufactured objects—develops the taste, the imagination, and the inventive faculties, and in such a way as to benefit every one who has to do with form, either as producer, merchant, or consumer.—*Dr. Hupp, in Virginia Journal of Education.*

DR. KANE, finding a flower under the Humboldt glacier, was more affected by it because it grew beneath the lip and cold bosom of the ice than he would have been by the most gorgeous garden bloom. So some single, struggling grace in the heart of one far removed from favoring influences may be dearer to God than a whole catalogue of virtues in the life of one who has known little of the discipline of trial.

THE mind has a certain vegetative power, which cannot be wholly idle. If it is not laid out and cultivated into a beautiful garden it will of itself shoot up weeds or flowers of a wild growth.—*Steele.*

NEVER TOO LATE.—How often do we see men around us who having been discouraged by financial reverses are broken in spirit, and declare that it is no use to make any further efforts—that fortune is against them? How often do we meet people addicted to bad habits who affirm that they are too old to break off, that after so many years of indulgence it would be impossible to give up this or that pleasure! How often do we encounter individuals who earnestly desire this or that accomplisment, but who argue that they too far along in years to acquire it! If they were only a little younger they would lay hold and master it! And yet all history affords illustrations of the old adage that "it is never too late to mend." It is never too late to make a beginning. Smiles tell us that Sir Henry Spelman did not begin the study of science until he was between fifty and sixty years of age. Franklin was fifty before he fully entered upon the study of Natural Philosophy. Dryden and Scott were not known as authors until each was in his fortieth year. Boccacio was thirty-five when he commenced his literary career. Alfieri was forty-six when he began the study of Greek. Dr. Arnold learned German at and advanced age, for the purpose of reading Niebuhr in the original, and, in like manner, James Watt, when about forty, while working at his trade as instrument maker in Glasgow, learned French, German and Italian to enable him to peruse the valuable works on mechanical philosophy which existed in those languages. Thomas Scott was fifty-six before he began to learn Hebrew. Robert Hall was once found lying upon the floor, racked by pain, learning Italian in his old age to enable him to judge of the parallel drawn by Macaulay between Milton and Dante. Handel was forty-eight before he published any of his great works. Indeed, hundreds of instances might be given of men who struck out in an entirely different path, and successfully entered on new studies at a comparatively advanced time of life.

VERY few people go into an argument in order to discover the truth of the matter. They want to hold their own and rout the enemy. Hence the general loss of temper.

IF we would begin by thanking God for all the joys we owe him, we should have little time left to complain of our vexations.—*Vacation Day.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

CONTRACTS FOR TEXT-BOOKS.

Q. Some boards about here are making five years contracts with agents for the supply of books for the school, under a vote for district purchase. Can this be done lawfully?

A. It cannot; the general policy of the school law is to give the people constant control over all matters pertaining to the schools, by yearly action, either directly or through the district board. One exception is, that they elect but one new member of the board annually, instead of three. Another exception to annual action is in the matter of the adoption of text-books, which can be done only once in three years. Books once legally adopted, the board and district are bound by the action for three years. There are obvious reasons for these exceptions.

But the matter of district purchase is not regulated in the same way. It would, perhaps, subserve economy, after the board has adopted a list of books and has been authorized to purchase, by vote of the district, if they could make a favorable arrangement with publishers for a three years supply. But district purchase is not necessarily a permanent policy. It may be voted this year, and a year hence, the district vote may to abandon the plan. It is not clear therefore, by any means, that the board can make anything more than a conditional agreement with publishers for the supply of books, under district purchase, for more than one year. The supreme court held (Webster *vs.* School Dist. No. 4, 16 Wis., 316) that a contract with a teacher, extending beyond the next annual meeting of the district, though not necessarily void, is not necessarily binding, but may be rejected by the district — by voting to have a teacher of the other sex — or by the newly organized board, which might, perchance, consist entirely of new members. A contract with publishers, in like manner, extending for three years, or even beyond the next annual meet- though not necessarily void, would not necessarily be binding upon the district, because the district is under no obligation to continue a purchase of books longer than it shall choose. Still less would a contract for five years be allowable, because at the end of three years the

board might see fit to adopt an entirely new list of books. A school board cannot bind the district, or its own successors, beyond what the law authorizes it to do.

DUTY OF TOWN BOARDS.

Q. In case one of two town boards neglects to meet to consider a petion in regard to a joint district, what is the remedy?

A. The school law provides none. Boards should be required by law to meet and consider petitions which represent the wishes of a considerable number of freeholders in regard to the formation or alteration of a district.

DUTIES AND POWERS OF THE DISTRICT BOARD.

Q. Is it necessary for the board to determine upon a complete list of text-books, all at one time, under the provisions of section 53, or may it be done at different times?

A. It is not necessary that the work be completed at one or two sittings; but when the list is complete, it should be filed as directed.

Q. Can a board pay the principal a sufficient extra salary, and authorize him to employ and pay an assistant?

A. No such power is given to the board. It must itself contract with all teachers employed.

Q. Does the board or teacher decide whether recesses shall be mixed or separate?

A. The board has power to determine the matter; but if it does not, it is left to the discretion of the teacher. Mixed, or rather simultaneous recesses are proper only when there are separate yards and privies.

Q. The district voted a winter school only; the board neglected to hire a teacher; can it now open a summer school?

A. If the district made provision for five months' winter school, it was the business of the board to carry out the vote. If it failed to do so, any action in regard to a summer should be preceded by a special meeting. Yours is not the not the case contemplated in section 19, sub-section sixth. The district did not fail in its duties.

THE TEACHER — RIGHTS, POWERS, ETC.

Q. What remedy has a teacher who is refused a certificate on the ground that there are charges against his character?

A. He may reasonably ask for an opportunity to meet and disprove the charges, if he deems them false; and if not satisfied with the result he can appeal to the State Superintendent.

Q. What legal authority has an assistant teacher in the discipline of the school when the principal is present; and does her authority extend to corporal punishment, or should all offenses requiring such punishment be referred to the principal?

A. There are no provisions of law on the subject. Of course, the principal teacher takes precedence, and all serious matters of discipline would properly be referred to him, if present. There is no reason why unimportant cases of discipline may not be attended by the assistant, if they arise under her observation, or in her classes. Good sense should adjust this matter.

Q. Must an assistant teacher necessarily hold a certificate?

A. It is unlawful to employ a teacher who does not, whether as principal or assistant (section 136).

COUNTY SUPERINTENDENT — POWERS, LIABILITIES, ETC.

Q. Has a superintendent a right to grant any sort of certificate to a person whom he knows to be utterly unqualified?

A. Of course, he has no moral right to do so; and it is to be presumed that no superintendent would do such a thing. It is to be remembered that it is not always easy to draw the line between the minimum of qualifications allowable and grades of scholarship below that minimum.

Q. May a county superintendent have his office and dwelling place in a city of the county not under his jurisdiction, but which is the county seat?

A. Such an arrangement is not objectionable, if it will make his office more convenient and accessible, and thus promote the public interest. He should not, however, change his legal residence, and cease to be an elector in any part of the county under his jurisdiction.

Q. If a county superintendent is instrumental in procuring several copies of a book wanted by his teachers, does he incur liability to removal, under section 91 of the school code?

A. Such liability is incurred if a superintendent acts as agent for any author or bookseller, or receives any fee or reward for such agency. To forward money merely for teachers who wish to get a certain book is not a violation of the law.

Q. We elected a member of the county board as our superintendent, last fall. He continued to serve on the board, and filed no oath of office until March. Can he now claim and hold the office?

A. Two things are necessary that a man may take and hold the of-

fice: First, the mutual consent of the electors and elected. Second, eligibility on the part of the candidate. The consent of the electors is expressed in a lawful election; that of the candidate by filing his oath of office. As to eligibility, it is not necessary that it exist already, at the time of the election, if it can be reached in due time. An alien, resident in the county, might be elected, but could not take the office unless he first declared his intention to become a citizen (14 Wis., 497). In your case the candidate was ineligible to take the office unless he ceased to be a member of the county board (section 87, school code). By continuing to serve in that capacity, and failing to file his oath of office as superintendent, he clearly indicated his acceptance, that is to say, his continued acceptance of the former, and rejection of the latter. The previous incumbent is still in office, under section 86.

MISCELLANEOUS.

Q. Our circuit court decided that the person elected clerk at our annual meeting was not entitled to hold the office, because the meeting was held so early, and the election was so hurried that there was no fair expression of the will of the district. Does it not follow that the election of a director, and other acts, at the same meeting, were also illegal?

A. The court, I conclude, decided only the question before it, and on the testimony submitted. The action of the meeting, in other respects, stands until set aside by competent authority. The business was not all done at once. The evidence in regard to the election of clerk might not prove to be the same in regard to other acts, even if they were called in question.

Q. Is not "Decoration Day" a legal holiday, either by act of legislature, or of congress?

A. Our legislature has never so enacted. A resolution was once before congress on the subject, I think, but even if it had passed, it would have had the force merely of a recommendation. Each state determines its own legal holidays.

THE following incident happened in one of the public schools of Boston: Teacher — "Define the word excavate." Scholar — "It means to hollow out." Teacher — "Construct a sentence in which the word is properly used." Scholar — "The baby excavates when it gets hurt."

CORRESPONDENCE.

THE UNIVERSITY OF WISCONSIN.

Under the very able management of its president, John Bascom, the University closed on June 19 another successful college year. We quote from the *Wisconsin State Journal* of June 19:

"It is gratifying to notice with each recurring commencement, the increased interest manifested by the people in this great central institution of learning. Its influence is felt in every part of the state, and at this annual entertainment, which sends forth its representatives to different parts of the world, its friends flock into the capitol in large numbers to witness its exercises."

And in the same paper we find the following:

"The exercises of the Law Class, on Monday evening; the Alumni, on Tuesday evening; and at the Commencement, to-day, have been of a very high and interesting character. The crowds that have attended each one of them have been intensely interested and gratified. There is a general feeling that the University is fulfilling its high mission in a very satisfactory manner. Its students in these exercises have given evidence of thorough training in the several classes through which they have passed."

The Baccalaureate Sermon was delivered on Sunday afternoon, June 16, in the Assembly Chamber, by the president. Its subject was the common school. The president showed by a series of earnest, forcible, and conclusive arguments the need of giving our public schools a more thorough support. It is regarded by all who heard it or have since read it to be one of his ablest Baccalaureate addresses, and is well worthy the careful attention of all intelligent people.

The University has been attended during the past year by 388 students, distributed as follows: Resident graduates, 3; Senior Class, 24; Junior Class, 39; Sophomore Class, 43; Freshman Class, 82; sub-Freshmen, 109; Special Students, 57; Law Students, 31.

Forty-one students graduated at the Commencement; twenty-four in the college, and 17 in the Law Department. For the first time in its history, the University graduated a student in its Agricultural Department. The person having the honor of being the first one receiving a degree in Agriculture is William West Brown, of Merton, Wisconsin. May he reflect credit in his *Alma Mater!* The Lewis' prize was allotted by the judges, who marked solely on *thought* and *style*, to Fred. K. Conover, of Madison; the second honor was awarded to Henry James Taylor, of Black Earth.

The University suffered a serious loss during the year in the death of Prof. J. B. Feuling, Professor of Modern Languages and Comparative Philology. His place was filled during his illness by his colleagues, and after his death by Mr Owen, of New Haven, Conn.

The Department of Natural History has received increased attention during the past year. Mr. Ed. A. Birge, a very able and energetic instructor, has given

four daily recitations during the whole year, and considerable special work has has been done. Special work has also been done in the Department of Drawing. Mr. T. W. Tullock, Assistant in Engineering, organized a voluntary class in design for ladies during the winter term. This class was attended by a large number of young ladies.

During the winter term, Dr. S. H. Carpenter, Professor of Logic and English Literature, gave a course of thirty-two lectures in Didactics to the seniors. Great interest was manifested in these excellent lectures, and although the course was wholly optional, the whole class attended regularly to the end. It is hoped that this course will be repeated in the future. Prof. Carpenter also did considerable special work in advanced Anglo-Saxon.

The library now contains nearly 9,000 volumes. In addition to the regular appropriation, it has been the recipient, during the past year, of valuable contributions from our representatives in Congress, from the various departments in Washington, from the University of Strassburg, from the University of Norway, and from other parties. It also received at the close of the year the library of the late Moses Strong, Jr. Mr. Strong's library was purchased by the legislature and presented to the University.

The Washburn observatory is rapidly building, and at the last meeting of the Board of Regents it was resolved to erect an assembly hall and library.

In the various departments there are no very important changes for the coming year. To the preceptress, Mrs. D. E. Carson, has been granted leave of absence for one year. She goes to Europe for improvement and recreation, and her place will be temporarily filled by Miss S. A. Carver, assistant in German and French. Mr. John M. Olin, who has for some years occupied the position of Instructor in Rhetoric and Oratory, has severed his connection with the University, and Mr. D. B. Frankenberger, a graduate of 1869, has been elected Professor of Rhetoric and Oratory. Mr. Owen continues to supply Dr. Feuling's place during the coming year, and Mr. Gottlob Muhlhauser has been selected Instructor in German and Latin. Messrs. Taylor and Vanhise, both graduates of the University, have been chosen tutors, the former in Elocution, and the latter in Minerology. Mr. Trousdale and Mr. Tullock have both severed their connection with the institution. Miss Jessie Craig, who has received special training in Boston, will assist in the department of Elocution.

It is worthy of mention that the students in the Engineering Department executed a work in Drawing so well that the Superintendent of Public Instruction, Prof. W. C. Whitford, recommended it to be sent to the Paris Exposition.

Besides their regular duties, the professors have done considerable outside work which reflects credit on them and on the institution they represent The president, Dr. Bascom has added another volume to his series of valuable books. He has published during the year a work of 297 pp., on Comparative Psychology, which has attracted much attention and been universally admired. He has also published, in pamphlet form, his Baccalaureate Sermon on Common Schools.

Prof. W. F. Allen delivered, during the month of March, at the Johns Hopkins University, Baltimore, a course of twenty lectures on the History of the 4th Century. These will probably soon be published in book form.

Prof. R. B. Anderson delivered in January and February, at the Peabody Insti-

tute, Baltimore, a course of four lectures on old Teutonic History, Mythology and Literature. These will also be published in book form.

Prof. R. D. Irving has completed his work on an additional volume of the Wisconsin Geological Survey, which is now in press. Vol. II was published last fall.

Prof. W. J. L. Nicodemus and Mr. A. D. Conover, a former graduate and now an instructor in the University, have published a large sectional wall map of Wisconsin, size 54 inches by 72 inches, scale, 1 inch to 6 miles. This map is highly recommended for clearness, accuracy, and convenience of reference.

Prof. W. W. Daniels has made a complete examination of the track of the great tornado that visited Dane and other counties this summer, and a report of his investigations will soon be published.

Others of the professors are busily engaged upon important literary works, that will be announced in due time.

We close this review of the work done in the University with the following quotation from the *State Journal :*

"The instructional force is full, and the superior education and fine ability of all engaged is not doubted. This institution affords facilities for a complete education equal to those of any college in the West, if not in the country. It is the pride of the people of the State, and should receive liberal encouragement from them. We trust that at the beginning of the next collegiate year it will be filled to its utmost capacity, with students seeking to avail themselves of its superior facilities." Z.

STATE NORMAL SCHOOL, RIVER FALLS, WISCONSIN.

Purposes of the school.—The primary objects of the school are stated in the following clause of the general laws of 1866:

"The exclusive purpose of which (Normal Schools) shall be the instruction and training of persons, both male and female, in the theory and art of teaching, and in all the various branches that pertain to a good common school education; also to give instruction in agriculture, chemistry, in the arts of husbandry, the mechanic arts, the fundamental laws of the United States, and in what regards the rights and duties of citizens."

Hence the school should afford special professional, literary and scientific advantages to those students who desire to fit themselves for teaching, and should also offer opportunities to others who wish to improve themselves by study and investigation.

The school undertakes to instruct students in the principles and details of the branches usually taught in district schools with a view to secure that comprehension which is essential to sucessful teaching. The instruction in all branches is accomplished by a course of training which is calculated to evoke methods and to cultivate didactic habits of thought and expression. By observation, discussion, and comparison, throughout the whole scope and organization of the school, the student is expected to lay the foundation for developing correct methods which shall involve his individuality, and shall give character to his work.

It is erroneous to presume that the school attempts to teach students a superficial, set manners by which they in turn are to instruct their pupils, or that it fills their minds with ideas which will be of no use in the ordinary school, and

which they must abandon before they can do what ought reasonably to be expected of them. On the contrary, by making the student familiar with the principles of the science of education and their application, the school seeks to assure resources sufficient to stimulate more thoughtful practice, thus constantly widening the professional horizon.

To afford proper means for this practice the school is organized thus:

I. *Normal Department* — Composed of (A) Normal Gradè, (B) Preparatory Grade.

II. *Model Department* — Composed of (A) Grammar Grade, (B) Intermediate Grade, (C) Primary Grade.

Terms of Admission — [For the terms of admission to free tuition in the Normal Department, the reader is referred to the advertisement on the last page of this number.—EDRS]

The conditions of entrance are established by the Board of Regents, and all students are required by the faculty to secure a standing by final examinations in all elementary branches before they are permitted to choose studies. The faculty reserve the right to direct the number and character of studies of students during any part of the course.

The school has completed three years of service, and the interest and confidence in its work has been enhanced during the past year. The study has been directed with the peculiar needs of the students constantly in view, and during the year two hundred and eighteen persons have been under instruction. The model schools have been in operation continuously, and have afforded instruction to one hundred and forty-five pupils.

One of the most hopeful signs for the future of the school is found in the persistent purpose of students to return and resume study as soon as circumstances permit; and their purpose is so definite that it is not exceptional that a student leaves the Normal at the close of a week and is found employed in a succeeding week in other service, as that of farming or teaching, and at the close of that service his steps are turned immediately towards the Normal.

For the future the most promising feature of the school is found in the influence of the normal students upon the district schools, not only in shaping the determination of more mature pupils to study beyond the district school, but many of the district school pupils now enter the Normal prepared to sympathize with its work, and to make substantial progress at once.

Teachers, and other citizens, are invited to visit the Normal freely at any time.

EDITORS JOURNAL:— Prof. Miller's communication, in the last issue of the JOURNAL, calling the attention of teachers to the subject of pronunciation, I regard as a move in the right direction, for it is my opinion that there is no study of our common school course so universally neglected as orthoepy. The cause of this neglect becomes evident when we understand that this branch is the one in which the standing of the average teacher is lowest. Our common schools, academies, and colleges have given our teachers a fair training in arithmetic, grammar, history, geography, etc., but, outside our normal schools, I am

not aware that anything like a thorough training in orthoepy may be had, unless in exceptional cases.

The presentation to teachers of the importance of this subject, by our institute conductors nd others, has directed an increased attention to it, and should the move, so happily begun, be continued, ere long, let us hope, a deficiency in orthoepy will be considered as inexcusable as a deficiency in arithmetic or geography. There are teachers, I believe, who think that the subject cannot be profitably presented to their scholars on account of its dullness and difficulty but I must think they have never tried to teach, or they have set about it only half-hearted. My own experience corresponds nearly with that of your correspondent, who testifies that no such interest has been manifested in any other study in his school.

My chief experience has been in a school in which there had been no systematic instruction in orthoepy, and in which all seemed ignorant of the subject. The matter was first taken up in connection with the daily reading exercises. The sounds of the letters, with their proper markings, were taken up in their regular order — tonics, subtonics, atonics, with copious illustrations, by members of the class, of each sound. The vowel and consonant substitutes were taken up in the same manner, the key of sounds and markings in the Independent readers being taken as the standard. Paragraphs of the reading lesson were marked diacritically, and, as each paragraph was read, the more difficult and uncommon words were discussed and marked according to Webster, special attention being paid to the producing and distinguishing of nearly equivalent sounds. After a few weeks this exercise was introduced into the spelling lesson, and 5 of the 20 words chosen were selected with special regard to the frequency of their mispronunciation. These were placed, carefully marked according to the dictionary, upon the blackboard, and afterward spelled and marked by the pupils from memory, as a part of the daily spelling exercise. The exercises, in which monotony was studiously avoided, were varied frequently; difficult selections were procured and practiced; difficult lists of words were occasionally given out as tests. My test list on the sounds of *a* is subjoined: Salient, cant, can't, laugh sha'n't, passive, past, calf, ant, talc, aunt, gaunt, was, half, arrow, wan, drawl, water, alternative, granary, railery,—20. As before stated, the experiment was in nearly every way satisfactory, and the interest thus excited will, I believe, be productive of much good. I am induced to make these statement by the hope that teachers who are negligent or deficient in this matter will open their eyes to the great importance of the teaching of orthoepy, and dispossess their minds, if they entertain it, of the idea that it cannot be taught pleasantly and profitably. But I do not urge the adoption of *my* methods. They were devised to meet the needs and capacity of a particular set of scholars. Other teachers would, without doubt, devise methods of their own, which, in their hands, would produce better results. B.

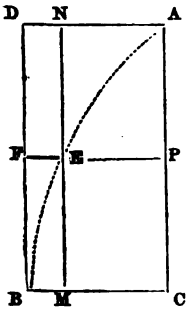
EDITORS JOURNAL OF EDUCATION. — In the *New York Ledger* of this dtate, under the head of "Science," it is stated that the Astronomer Royal for England, Sir George Airy, some time ago, announced to Parliament that the sun's distance

from the earth, as deduced from the British observations of the transit of Venus, was 93,321,000 miles; but that Mr. Stone, of Cape Town, by picking and choosing from various observations of astronomers on this subject, casting out of the calculations such items as appeared to him least valuable, found the result to be a distance of 91,940,000 miles.

Prof. Encke's estimate on the transit of Venus in 1769, represented the mean distance of the earth from the sun to be 95,292,000 miles. Prof. Newcombe estimated it, in the "American Nautical Almanac," to be 92,381,000 miles. In consequence of the discrepancies, considerable interest is manifested by the various governments of Europe, as well as by the United States government, to have this matter of the earth's mean distance settled, in order to obtain trustworthy data by which to revise their calculations.

The idea has occurred to me that I can somewhat account for these discrepancies by illustrating the method adopted by astronomers in computing the distance between heavenly bodies. In the calculations made for ascertaining mean distances, astronomers use the equation for the ellipse, as formulated by the principles of Analytical Geometry. This equation, like the other equations for the conic sections, is based upon the system of *rectangular coördinates*. The movements of the bodies being in orbits, it is the property of the *curve* which characterizes these orbits, and astronomers have supposed that the equation formulated for the ellipse expresses the property of the orbits of the planets, and therefore use this equation.

Now for the illustration. Let us take the "parabola" in which mathematicians universally agree that its *area* is exactly two-thirds of the rectangle on *abscissa* and *ordinate*.



By virtue of the demonstration of Archimedes for a *segment of the parabola:* the segment A B C = ⅔ of D A B C: the segment A E P = ⅔ of N A E P: and the segment E B M = ⅔ of F E B M; consequently segment A B C = E P M C + ⅔ of N A E P + ⅔ of F E B M.

Let A C be the *ordinate* drawn from the *focus* of the *parabola*, and make this ordinate 4; the *parameter* of the parabola is then = 8, and the equation for the parabola — Y square = 2 P X, gives the abscissa B C as 2. Therefore the rectangle D A B C is 8, and the segment A B C is = ⅔ of 8, or 5.3333. Then E P M C + ⅔ of N A E P + ⅔ of F E B M should be = 5.3333. Let P be the middle point of the ordinate A C; then if P F be drawn parallel with B C, we have E M = 2. E M is the ordinate of the point E, and the above equation gives B M as = .5; whence M C is = B C − B M or 2—.5 = to 1.5. Therefore E P M C is = 1.5 + 2 = 3. F E M B is = .5 + 2 = 1. These vaules make the segment A B C = 3 + 2 + .6666 = to 5.6666. Hence the equation formulated in Analytic Geometry gives an *excess* for the segment of the parabola over what the demonstration of Archimedes gives.

Astronomers evidently have been misled by using the equation for the ellipse formulated in Analytical Geometry, and the startling discrepancies which appear in their calculations for distances between the heavenly bodies arise from this fact, that the equation for the ellipse failing to give the properties that be-

long to the surface of the ellipse, necessarily fails to give the property belonging to its *periphery;* and their formula is simply the *straight line course* between two given points, leaving the property of the *curve* undetermined and unformulated by them.

Very respectfully yours,

MINERAL POINT, *May* 4. JOHN COMMINS.

HON. W. C. WHITFORD: — Enclosed I send you circulars showing what we are attempting to do in Walworth county in the way of an educational exhibit. The examination in the graded schools takes place to-day. Although the premiums are entirely inadequate, still the schools are taking hold of the work with a very great degree of interest.

All of our graded schools, eleven in number, close for the year in a week or two. There is scarcely a failure among the fifty teachers employed in the graded schools, and the year has been one of unusual prosperity for them. Over 85 per cent. of the 115 country school teachers have had previous experience in teaching, most of them with success, so we can hardly consider the country school to be languishing. In fact, nearly all of them are in good, competent hands, and are progressing finely.

FRED W. ISHAM,

Elkhorn. *Co. Supt. of Schools.*

PLEASE answer a school-girl's question: What division of land is Paraguay—not a political division? The question has been discussed by scholars and teacher, and not decided. — A. M.

As a natural division of land, it is almost wholly bounded by rivers, principally the Parana and Paraguay; and in a loose way, therefore, may be called a peninsula — an almost island; but not in the strict sense of that term, as used in geography, which implies a portion of land projecting into a body of water, and joined to a main land by a neck or isthmus. Paraguay is the only South American country that has no sea coast. By the desolating war with Brazil, the Argentine Republic, and Uruguay, under the despot, the second Lopez, 1865-70, the country was reduced very nearly to the condition of a desert, the population being reduced from 800,000 to 80,000. We have given you all the answers we can think of.— EDRS.

EDITORIAL.

BOOK CONTRACTS.

In the Official Department for this month a question is answered in regard to the power of school boards to make contracts for the purchase of school books. If there are book agents at work in some parts of the state who attempt to make binding contracts with school boards beyond what the law allows, we feel quite sure that it is contrary to the wishes and instructions of all respectable publishing houses. The reputation as well as the interest of publishers would dictate a strictly honorable course in offering their books to school boards. Any other

course could only tend to increase the desire, manifested in some quarters, that the state shall become itself a publisher of school books, or at least take the matter of their supply into its own hands.

With the exception perhaps that the law empowering boards to determine what books shall be used shall be made mandatory, the laws as they are furnish the facilities really needed for supplying the schools with good books at reasonable rates. All the leading publishers stand ready, we think, to enter into entirely fair and eminently favorable arrangements with boards. We think so from information received, and because we regard these publishers as honorable men, and can see that it is for their own interest, moreover, to do so. A legitimate mode of procedure, one in consonance with what the law allows and contemplates, and one that will best subserve the interests of both parties, is, first for the board to determine, not hastily, but after due inquiry and advice, what books shall be used. This done the district can authorize the board to purchase for the district. Any respectable publisher, any of whose books have been adopted, will then stand ready to undertake to furnish the books to the board for the three years, at a small profit; or to any other suitable party who will undertake to handle them in case the plan of district purchase is not adopted, or being once voted, is rescinded. It will be for the interest of the publisher also to offer and to promise favorable terms of supply for more than three years, because that will tend to keep his books, once adopted, in continued use beyond a term of three years. To be able to offer favorable terms, the publisher needs no other pledge than that furnished in the fact that his books have been adopted. To seek more than this; to undertake to *bind* the district to purchase, by a contract to that effect, for a certain number of years is not only unnecessary and unwise, but not in accordance with the scope and intent of the law.

If publishers follow the line of action just indicated, and are careful to keep no agents in the field but such as will pursue a straightforward and honorable course with school boards, which not infrequently embrace men who can be easily imposed upon by sharpers, this text-book business will soon regulate itself. In fact, we see no great need for traveling agents. Books, in the long run, stand upon their merits. The services of agents must be paid for out of the profits of the books sold, and this only increases the cost of the books to the purchaser. The total number of books used is not increased by the employment of agents, except as they succeed in the not very honorable or praiseworthy, because generally unnecessary, work of getting books already in use thrown out, and those which they represent put in their place. This again is a loss, with no compensating gain, which falls upon the people, and, in the aggregate, it would be found, if carefully estimated, to be very large. Persistence in the endeavor to bring about such changes can only add to the probability of such legislation as will promote the interest of neither the state nor of those who publish books for schools.

From the question asked by our correspondent, a late county superintendent, and from some other indications made known to us, it would appear that some indiscreet agents, fresh in the field, have allowed their zeal to outrun their discretion in the attempt to improperly bind school boards and school districts to the purchase of the books which they sell. When this becomes known to their

employers, it will be promptly disapproved. Such old, established publishing houses as Harper & Brothers, D. Appleton & Co., Ivison, Blakeman & Taylor, A. S. Barnes & Co., Scribner, Armstrong & Co., Sheldon & Co., and Van Antwerp, Bragg & Co., (who furnish most of the school books for this state) will countenance no other than honorable as well as legal action on the part of their agents. If they can secure this, and if, as a part of their policy, they can prevent that kind of competition among agents which consists largely in blowing — blowing for themselves and against others, a thing which excites suspicion against the whole company, and which old and tried agents therefore know better than to employ — they will very greatly quiet the complaints and apprehensions of the people, and do much to render unnecessary, as well as improbable, any further legislative action.

The prohibition of change in text-books for three years, when once adopted, was enacted as a measure of protection against undue influence often sought to be exerted by teachers and agents. If districts and boards feel no need of such protection, or are indifferent or negligent about it, which is more frequently the case, no adoption takes place; and abstractly speaking it is better not to be tied up in any manner. If an improved book comes out, an intelligent school community want to be free to introduce and use it, and to lay it down for a still better one at any time when they shall desire. But more than this: as our common school work advances and trained teachers become the rule and not the exception, the use of text-books will diminish. The time is coming when few school books, but readers, will be wanted, and not many of them. While writing this article, we have had a call from an intelligent teacher, principal of a large graded school. In answer to a suggestion that the text-book controversy would end when we reached the good time that should see a large disuse of text-books in the lower schools, and when the teacher should be in reality the teacher, and not an organ grinder, he replied, "We have pretty much thrown out text-books, except readers, up as high as algebra." We hail this as a good omen, though we do not expect to see the day when such schools and teachers will be very numerous.

P. S. Since writing the above, it so happens that we have had calls from agents representing some important houses, and upon inquiry we find that these houses do not undertake or countenance any plan of operation which can be considered as binding or trying to bind boards and districts; but they do pledge *themselves* to furnish their books, if adopted, or if wanted and introduced, without adoption, at certain rates for a series of years. Such a plan may more properly be called an arrangement, or pledge, than a contract, as a contract implies two parties bound to a certain agreement.—P.

MANY of the country schools close this year their spring term in June. In this they are following the example of the graded schools. The pupils are thus not compelled to be shut up in the school houses during the warmest days of the season. The labor of a large share of them can be used on the farms and in the shops in the busiest part of the year. By this arrangement, the attendance upon the school must be more uniform; and there are less outside calls to distract the

attention of the scholars. As a rule, all our public schools would be benefitted by having three terms, instead of two, in each year. The tendency would be toward adopting nine months school, in the place of five or seven months; and then having each term three months long. Cannot more of the schools in the rural districts adopt this plan?

NEW PUBLICATIONS.

SCHOOL READERS: I, II, III, IV. By W. T. Harris, Supt. of Schools in St. Louis. A. J. Rickoff, Supt. in Cleveland, and Mark Bailey, Teacher of Elocution, Yale College. New York: D. Appleton & Co.

The publishers have rounded out their well known and widely used list of school books by issuing these readers, and while we have several fine series of readers already, we consider this a valuable addition to the list. The series will extend to a fifth reader, not yet out. While the mechanical execution is excellent, and the illustrations beautiful and appropriate, what is more important, the literary part is exceedingly well done, and in it, the east, west, and centre are all represented. Messrs. Harris and Rickoff are educators of large experience and national reputation, and Mr. Bailey, as an accomplished specialist in elocution, brings to the task professional skill of the requisite character. The result is a series of readers characterized by good sense, good taste, and close adaptation to the general wants of schools.

In the first and second readers suggestions are made as to the use of the phonic method, and somewhat in the way of language lessons, is provided for — something done towards having pupils put words together themselves. In the fourth reader, and increasingly, we suppose, in the fifth, instead of a dissertation on elocution at the beginning of the book, with some vocal exercises, a systematic plan of instruction, on all points, is incorporated with the reading exercises. In short, theory and practice, rule and example, allusion and investigation, hint and research, reading and spelling, analysis and synthesis, go hand in hand; and by following the plan and instructions of the authors, young teachers of some intelligence and ability will be pretty sure to do good service in what is quite generally a very unsatisfactory part of school room work.

One feature of the series deserves special mention. The selections do not soar above the comprehension and sympathy of the several grades of pupils who are to read them. We do not know of anything in which a larger amount of stupidity has been brought into bold relief than in the selection of a large share of the more advanced reading exercises for school children, and in the use of the books containing them in the schools. The benefit of the reading exercise consists in the training of the pupil in vocal utterance and the art of reading, and in the information, and the moral, intellectual, and æsthetic culture, derived from subject matter of the exercise. This is diminished just in proportion as the selection is beyond the grasp, and taste, and sympathy of the pupil. Not only so, but positively bad habits in reading are engendered and confirmed, and positive

injury done to the child. The printed page becomes a dull, almost unmeaning, thing. The stupidity of the bookmaker, school board, and teacher, in this matter, has its legitimate effect upon the pupil. There is no good reason why every child of average capacity should not learn to read decently well. As a matter of fact, comparatively few ever do. We wish to add, in conclusion, that the compilers have had the good sense to bring to light, once more, some of the old familiar, standard selections found in former reading books.

NEW SECTIONAL WALL MAP OF WISCONSIN, with Index Guide. Compiled and Published by W. J. L. Nicodemus and Allan D. Conover, Civil Engineers and Draughtsmen, Madison. Price, $7.00. Size, 54x72 inches.

Professors Nicodemus and Conover, both of whom are connected with the department of civil engineering in the State University, discovered the need of a good map of the state while engaged in preparing the maps for the State Geological Survey, and have finally been induced to supply the need. They have placed a copy before us, and we find it to fulfill all reasonable expectations. It is beautiful to look at; we do not remember to have seen a handsomer map in coloring and general artistic execution, and what is more important, the work has been done in a thorough, accurate manner. The map, which is compiled from U. S. and State surveys, and other reliable sources, shows county, town, and section lines, the county seats, cities, villages, and postoffices, the railroads, the lakes, the meandered streams, and those not meandered, the original wet lands, and prairie regions, the Indian reservations — in short, every feature that is likely to be looked for, while a separate small map, in a vacant corner, shows the judicial, congressional, senatorial, and assembly districts of the state. In short, it is just such a map as is wanted in every school room, family, library, counting room, hotel, railroad station, and office, and is a credit to the compilers, the university, and the state. Of course it is not absolutely free from error, and the authors ask for any information that any one may be able to give, and that any error discovered may be pointed out. It is their intention to bring each successive edition closely up to date. We should add that the services of the Milwaukee Lithographing and Engraving Co. have been put in requisition in preparing the map, and that their work has been finely done. The mounting, by W. J. Park & Co., Madison, book binders, is also good work. The Index Guide has been neatly printed by M. J. Cantwell, book and job printer, Madison.

NATURAL PHILOSOPHY AND KEY TO PHILOSOPHICAL CHARTS. By Frank Johnson, A. M., M. D. Chicago: A. H. Andrews & Co.

Doctor Johnson devoted many years to the perfection of his manual and illustrative charts. The book, besides being a key to the charts, is a succint, clear, and judicious treatise on the elements of natural philosophy, and is itself illustrated by 500 cuts, which are reduced photographic facsimiles of the chart-diagrams. The old series of charts, which have been long known to teachers, were brought out more than twenty years ago, and were well received, but were found not to be sufficiently durable. The new ones, to which we alluded in the May number, have double the number of illustrations, are on linen instead of paper, are very soft and pliable, and seem to be calculated to last a long time. Where apparatus cannot be afforded, they will serve a very excellent purpose, used in connection with the book or key.

NOTES.

MAJOR S. S. ROCKWOOD speaks on the 4th at Whitewater.

J. H. CUMMINGS, principal at Sparta, will read a paper at the Association, on Wednesday, on School Discipline.

THE Association will meet, remember, at Geneva Lake, July 16-19. For particulars see June number. A large attendance is expected.

PROF. B. M. REYNOLDS, of New Lisbon, delivers the oration on the 4th of July, at that place. He has been re-elected the principal of its public school for another year.

REV. W. G. BANCROFT has been appointed superintendent of Ashland county. John W. Bell, elected last fall, being a member of the county board, did not take the office.

THE Platteville Normal School graduates eleven students this year in the full course, and twenty in the elementary course. This is the largest number which the school has ever graduated in one year.

MISS ELIZABETH B. THAYER, who has been at the head of the Edgerton public school for four years, was married, June 17th, to Rev. John C. Sherwin, of Menomonie. They have gone to reside in Western Texas.

THE Darlington high school closed its year with interesting exercises of the graduating class, numbering seven. Prof. Dwight Kinney, who has had charge of the school the past two years, will remain the coming year.

PROF. A. H. WELD, of River Falls, formerly a regent in the Normal School Board, met, a short time since, with a distressing accident, by which his right arm was paralyzed. It is doubtful whether he will ever recover the use of it.

DAVID ENNIS, principal or the Westfield public school, Marquette county, died of apoplexy on the 5th of June. He was ill less than four hours. He was a gentleman of exemplary character, was greatly beloved by his scholars, and is mourned by the whole community.

THE State Superintendent has received many applications from excellent teachers for positions. He will gladly aid school boards in filling anv vacancies which may occur in their teaching force the coming year. In writing to him, please state the condition of the school, the department to be filled, and the salary to be paid.

SUPT. MAHONEY says that many of the districts in Kenosha county have adopted the plan of hiring a good teacher in the fall for the school year. By so doing the pupils are enabled to resume their studies, after the vacation, just where they left off, and the hiatus occasioned by a change of teachers is avoided.

SUPT. COLLIER, of Jefferson county, has arranged with the officers of the Agricultural Society of his county, to have an educational day during the fair in September. Work from the public schools of all grades in his county will be exhibited, and premiums awarded. Addresses on educational topics will be presented.

THE annual meeting of the Spelling Reform Association of this country will be held in the White Mountains, July 9-12 inclusive. The president, F. A. March, professor in Lafayette college, Penn., delivers an address on "The Present State of the Spelling Reform," at the time, before the American Institute, which meets at the same place.

As will be seen elsewhere in the JOURNAL, Supt. Isham of Walworth county, has made arrangements for an exhibition of the public school work of his county at the Walworth county fair in September next. Appropriate premiums are offered to the pupils of the graded and ungraded schools, for the best written exercises on the common school studies. The questions for the examinations were prepared by the superintendent, and all the schools were examined on June 26th.

A STUDENT from this state, now attending the University at Leipsic, Germany, writes: "I will add a few lines as to the ventilation of lecture rooms, or rather as to the want of ventilation. In Leipsic, I have noticed some little holes at the tops of the rooms; but their effect on the atmosphere of the rooms is imperceptible. In Halle, and in Gottingen there are not even the little holes. I was more surprised at this in Gottingen than at Halle, or here in Leipsic, for the auditorium in Gottingen is a new building, and is far finer than the buildings at either of the other places. The only way of ventilating the lecture rooms at Gottingen, so far as I could see, was to throw open the windows for a few minutes between the lectures. In January, this method had serious drawbacks, yet I often saw it used as the lesser evil."

HARVEY'S PATENT VENTILATING APPARATUS.

The attention of Teachers and School Boards interested in securing better ventilation of their school-rooms, is invited to this apparatus.

Among its advantages are the following:

It can be readily applied to buildings already erected.

It is so simple in construction as to render its getting out of repair almost an impossibility, while it allows perfect control to be had over the ingress and egress of air.

It utilizes the highly heated air in the upper part of the room in warming the air admitted, thus preventing cold air from coming in contact with pupils, while requiring no extra fuel.

It prevents all draughts from striking those in the room, thus removing an evil, greater, if possible, than the breathing of impure air.

It allows the ingress and egress of air either at the top or bottom of the room, or at both.

It is not an experiment, but has been introduced into the school-rooms and approved by the School Boards of Sheboygan, Fond du Lac, Eau Claire, Menomonie, New Lisbon, Columbus, Juneau, Plymouth, Necedah, Port Washington, Neenah, and St. Paul, and has received the warmest commendations from the leading educational men in Wisconsin who have observed its workings.

It is the cheapest system of ventilation ever offered to the public.

Correspondence is solicited from School Boards contemplating an improvement of the ventilation of their school-rooms.

By attending to the matter during the summer vacation, the school-rooms will be ready for use at the opening of the next school year, and no time will be lost in making the changes during the time school is in session.

AGENTS WANTED. Address, L. D. HARVEY, *Sheboygan, Wis.*

WANTED---SCHOOL TEACHERS DURING VACATION,

In every county to act as agents for the sale of our useful Household Articles, Address at once for circulars and terms, L. E. BROWN & Co., 242 Elm St. Cincinnati, Ohio.

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This book, the result of the author's experience in the class room, is designed to assist students, by a System of Diagrams, in obtaining the outline structure of sentences, which an ordinary knowledge of English grammar may presuppose, and thus fix in the eye and mind the principles of analysis, a correct knowledge of which, as a rule, is wanting among students.

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WISCONSIN

JOURNAL OF EDUCATION.

VOL. VIII. AUGUST, 1878. NO. VIII.

OLD WORLD NOTES.

It may be of interest to some of the readers of the JOURNAL to know of some of the differences between the educational system of Great Britain and our own State. A simple statement of the general scheme of educational work in England, Scotland, and Ireland, will enable any one to make the comparison.

While there are minor differences of carrying out the scheme in the various parts of the United Kingdom, in general, it is the same. Each corporation elects its own local school board, which has the general management of the schools, the same as in America. The schools are supported partly by taxes (rates), partly by tuitions, and partly by a Government grant. Attendance is compulsory between the ages of five and thirteen, or until such a time as the pupil can pass a satisfactory examination in the required branches.

The rates, of course, do much toward the support of the schools. The tuitions are low, and are not required when inability to pay is proved. The Government grant is distributed in proportion to the number of pupils who pass satisfactory examinations at the yearly inspection. There are six or seven grades of scholarship, the lower three require reading, writing and arithmetic, and one of the following branches according to choice: geography, grammar, history, or fine needle work. The inspector is a government official, and has a certain number of schools to inspect.

In order to get the benefit of the Government grant, the school must have at least 300 sessions (half-days) during the year; and any pupil presented for examination, must have attended at least 250 sessions.

From debates in the House of Parliament during the present week, and by talks with teachers (masters), I have gathered the above facts and the following criticisms of the system and proposed changes:

It is claimed that the inspectors are often young men just from college, and know little of the subjects, and have but a faint conception of what the true standard should be. From the decision of the inspector there is no appeal. A master told me to-day, that if the inspector had walked some distance and was tired, that he was sometimes rendered impatient, and did not do the scholars justice. On the other hand, it was held in a debate in Parliament, that the younger inspectors are obliged to go around a certain length of time with the more experienced, before they receive a full appointment. It is also urged that the claim requiring 250 attendances without regard to the proficiency of the scholar examined, sometimes induces the master to falsify in regard to his record, in order to get the 250 attendances, and to get as many scholars passed as possible.

A motion was also made in Parliament on July 4th, to put elementary instruction in the natural sciences on a par with the optional studies of geography, history, grammar, and needle-work. But, after some discussion, the motion was lost. English schools seem to be behind in regard to simple science teaching. The debate in Parliament was quite amusing to one who knows how the matter stands over the water.

England has Training Colleges, and Scotland Normal Schools, for teachers. The course of study in the training colleges, requires two years for its completion. The Government pays *all of the student's expenses*, a sum of £50 being allowed for each year. It has long been my mind that the normal schools of my own country will not reach a proper efficiency until some such course is adopted. If not the whole expense at least part of it should be paid by the State. I am told by a graduate of one of the training colleges, that owing to this system of supporting the pupil undergoing training, the applications for admission are so many, that only the very best can get in. After graduation, the student is obliged to get the certificate of the inspector for two successful annual examinations of his pupils, and not until ten years of successful work does it become of full force.

The school furniture in most of the buildings, is far behind that used in America. I saw some desks of wood and iron that to me, seemed very plain and inconvenient. The casting was coarse and the wood pitch pine.

I might add something I have seen in the way of drawing in South Kensington, and reports of its progress in the common schools, but this, perhaps, would not be as interesting to most of the readers of the JOURNAL as they are to me, and at any rate, I think it best not to occupy too much of your space by this letter.

London, Eng., July 6, 1878. W. S. JOHNSON.

DEATH OF P. S ELWELL.

Phineas Spencer Elwell was born in Rupert, Vermont, November 7th, 1834, and died at La Crosse, Wisconsin, July 4th, 1878. He received an academic education at Albany, New York, and taught school in Vermont and New York—in the latter State under the county superintendency of Prof. Robert Graham, now of the Oshkosh Normal School. At the age of twenty-one, he received in the latter State, a life certificate as a teacher. In 1857 he came to Wisconsin, and spent some time in visiting relatives in and about West Salem, in La Crosse County. In 1859, he settled in West Salem, forming a business partnership with a Mr. T. M. Horton, and upon the expiration of this partnership, continued for a time in business with Dr. Horace Palmer. He was elected and served as the first county superintendent of schools in La Crosse County, performing the duties with ability and fidelity.

In 1866 he was elected clerk of the County Board of Supervisors, and served in that capacity for six years, a large part of the time also performing the duties of County Treasurer. On being elected clerk of the Board of Supervisors, he took up his residence in the city of La Crosse, where he continued to reside till his decease, and where he leaves a wife and two orphaned children to mourn his untimely death. For three years Mr. Elwell was a member of the city council of La Crosse, serving on some of its most important committees, and where his influence was very sensibly felt.

For five years he served as a member of the City Board of Education, and the high rank, efficiency, and usefulness of our schools, are in very large measure due to his energy, good judgment, wise discernment and able counsel. This was the scene of his larger labor and most extended usefulness for the city of La Crosse. Having had much official intercourse with Mr. Elwell while he was a member of the Board, I always found him wise, charitable, and kind, and of en-

larged views in regard to educational affairs. He was independent in his opinions, while at the same time he treated the opinions of others with profound respect.

La Crosse is largely indebted to Mr. Elwell for his efficient and conscientious, mental and physical labor in this department of her public service. As one of her councillors, his influence was greatly felt in all public improvements of the city, and no man gave his time and labor to these various enterprises with a deeper devotion or a purer purpose. Scarce any man in La Crosse by his business capacity, business integrity, social qualities, conscientious regard for what is right, and unblemished character, has secured profounder respect of his fellow-citizens than Mr. Elwell.

By his early death, cut off as he was in the full strength of his manhood, a happy home has been bereft of a kind husband and indulgent father; society of a valuable member, and our business circles of an able, upright business man; the community at large of a most excellent, public spirited citizen.

He will be greatly missed; greatly missed in the home to which his presence imparted charm and illustration; in society, where he was distinguished for courtesy and affability; in the marts of business, where he was honored for his faith and integrity; in official life, where he discharged all duty with impartiality, manly courage, and for the public welfare; and in the community at large, where he was loved and honored by men of all parties, for those sterling, manly virtues which he daily exhibited, in every relation of life, and in all his intercourse with his fellow men. B. M. REYNOLDS.

THE FREE HIGH SCHOOL LAW OF WISCONSIN.

[Some remarks will be found in the editorial department on the positions taken in the ensuing article.]

It is not at all surprising that a contrariety of opinions have been entertained under the old high school law of Wisconsin. But now, after the last annual meeting has been held under that law, and provisions made for the ensuing year, we are to let the old law, with all its imperfections, go into the shades of the past, and look to the simplified, common sense provisions of the Revised Statutes for guidance in the future. After giving the revision a thorough reading, I have reached the following conclusions: First. After a single school district has adopted the high school system, it then becomes a high school

district, as provided in section 490 of the revision. It being a high school district, with a full and perfect corporate organization under the high school law, it ceases to be a common school district, because it is incompatible with the policy of the law to have one and the same people exercising a double corporate existence, for one and the same purpose. Then again, the full object can be better attained by reorganizing and treating it as a single corporation, viz.: a high school district. This construction of the law gets rid of all incumbrances and inconsistences, and leaves it in harmony with the general school law of the state, and reduces it to a system, which is easily understood by school district officers, and the patrons of schools.

With this question settled, it is easy to dispose of another question, which is, that a high school district cannot be annulled. The district may fall below the grade necessary to entitle it to a share of the high school fund, and this may continue for a term, or series of years, but the district does not lose its identity as a high school district, and may at any time resume its original standard and grade of studies and education, to be again entitled to recognition and treatment as a high school.

Then another question still is very easily solved. The school house, once belonging to the common school district, now belongs to the high school district; getting rid of all suspected conflict with section 496. With these questions settled, the remaining portions of the high school law seem to be easily understood. S. A. PEASE.

Montello.

A HIGHER STANDARD WITH ONE EXAMINATION FOR TEACHERS.

I am but an amateur in the teacher's profession, if profession it can be called, and if not impertinent, would like to ask a question; one which has puzzled me some time, and to which I have always been able to get *two* answers, viz: "*Because*" and "*I don't know;*" neither of which proves satisfactory. Now why is it, that all teachers (with scarcely an exception) are, unlike members of all other professions, required to undergo an examination each year to enable them to perform a second time work just finished? Why are not lawyers and doctors once a year, or before each term of court, required to pass a certain examination? Have they, on account of bringing to success-

ful issue a first case, proved themselves more competent for a second, than teachers?

I know it will be urged as a reason for this difference that there are so many grades of schools, from the district to the normal or high school. Granted, but does a low grade of schools necessitate a corresponding low grade of instructors? Would not better qualified teachers conduce to a better grade of schools? Why not, for the same reason, have lawyers of different grades to practice before justice's, state, and United States courts; or doctors limiting their practice to simple burns and scalds, and so on through all the diseases flesh is heir to? Why is it, that in one case one examination will fit the lawyer equally well to try a heavy patent case, full of legal technicalities, before the United States supreme court, or some petty case before a justice, or give to a doctor the right to set a compound fracture of the femur, or treat a complicated case of diptheria or typhoid fever, as well as to tie up a sore finger, and that in the other case, one examination will not grant to the teacher the same power or right to stand in the normal or high school as in the district school?

It will be urged again that those who enter the other professions, do so with the intention of making it a business, while many act the role of teacher, only as a make-shift, a stepping-stone to something else. "Aye, there's the rub;" *why is it?* Simply because the standard is so low that it requires but little time and preparation to obtain a low grade certificate, or license, or permit; and that is all many ever care to get. I have heard many answer, when asked why not try for a higher grade certificate, "Oh, this is good enough for me, as I don't expect to teach a great while." Why not get rid of such?

Another argument is: there are many schools that pay so little that teachers of a high scholarship will not take them; hence the necessity of a low grade certificate. Would districts go without schools if unable to get cheap teachers? I think not. Would not a good school of six months be of much more benefit than a poor one of nine months, even at the same cost? If a teacher with a common education teaches a good school, ought not the same teacher with a better education to teach a better school? Then I ask, why not make the profession an honorable one by raising the standard so high as to throw out these mere hangers-on; these who are acting the "role for a day," that they may get a start for other work; these degraders of the profession (for I hold that whatever lowers the standard of a profession degrades it)?

Thus protected in their rights, and willing to make the work a life-

work, earnest teachers will eagerly and cheerfully fit themselves for the required standard. Then, and not till then shall we be relieved of this obnoxious advertisement which is continually staring us in the face from nearly every school house door, viz.:

"Proposals will be received at this office to supply the public school of this district with a teacher for —— months, the contract to be let to the *lowest bidder*. The board reserves the right to reject any and all bids; also to inform each bidder the amount of the lowest bid, thus enabling a lower bid to be made."

This is not literally the case, but how true in substance; and to aid in this laudable enterprise, the state says, "here, young man, or woman, sixteen or seventeen years of age, you're young and inexperienced; you lack judgment; you know nothing of the human body—less of the human mind and its workings; but you can answer, by rote, a few questions upon certain subjects; here is a certificate; if you can't answer all the questions, the superintendent, if so disposed, may give you a permit to teach. *But you have no power to make a contract.* The district says you've a *permit;* that's all right; here's a chance for you; sign this contract (never mind what the law says) agreeing to keep a good school, etc., it can't bind *you.* We can't pay you much, of course you don't expect it, having nothing but a permit; but come along; take this school; ten to one you will fail, and perhaps be turned out; but what of it (*it aint very expensive*); we'll try another cheap one and keep trying, and when we *do* get a good one, why we'll——just let her go because we've got a *lower bid.*" Is not this true in may cases?

Our national prosperity depends largely upon the education of our citizens; the education of a large majority of our citizens depends upon our common schools; the success of these depends on the teachers. Much has been said about our common schools; why not raise their standard by requiring a higher scholarship for their teachers.

The doctor and lawyer, with one examination, can carry their practice any where in the United States, and surely, with the required standard, such might be the case with the teacher in so far as regards the state. Of course, the change could not be immediate, but why could not the legislature enact that such should be the law after 1880, or later, if the case required it? It seems to me that with such legislation, the desired result might be obtained. H. J. HALL.

Whitewater.

WHERE THE SCHOOL MA'AM BOARDS.

In the olden time the custom of "boarding round" furnished rare opportunities for the study of human nature, and more novel exhibitions of human actions. The provisions of modern affairs permit the pedagogue to choose his own home, but I think he often obtains independence at the sacrifice of much entertainment. However, occasionally the school ma'am finds a place in the country, where the incidents of human life are so grotesquely ridiculous, that one can hardly regret the absence from "modern improvements" and familiar scenes.

Among the snow-capped summits of the Sierra Nevadas, in eastern California, there is a lonely little valley clothed in "sage brush" verdure, where I once spent as pleasant a three months as I ever did when away from every thing that was congenial or convenient. When negotiating for the situation the director wrote to me, "You will have to board with a farmer, and you will find things pretty rough." But nothing daunted, through my great desire for novelty, I accepted. It was late on Saturday night when I reached my new home, quite wearied by a long stage ride, and twenty more miles of carriage riding after the public road was left.

Mine host was a great, sturdy specimen of the *genus homo*, with a hearty good will in his face, a cordial grasp in his hand, a welcoming ring in his voice. The mother was one of those quiet little bodies, upon whose ceaseless activity depended all the mechanism of the domestic economy, but who worked so noiselessly that she received little credit for her great labor. When she drops out of place, and the wheels stop, her reward will be laid above her upturned face, and her crown she will wear in the realms of victory beyond this earth-life.

But the children; oh, the children! Besides several married daughters in homes of their own, and two young ladies yet under the parental roof, there were three younger ones who surely gave me as much experience as I shall demand for some time to come. But most of this I can not give to paper. It is my own private property, and I am certain my selfishness will be freely forgiven if I keep it all to myself.

Great prejudice was entertained against the "teacher," and it had been difficult to secure a place for me. The district had been so *cursed* by a series of pedagogical frauds, who had so imposed upon the people and insulted the community, that I do not blame them for their unwillingness to "board the teacher." However, I had a pleasant home, all things considered, and I trust I did something to restore the

reputation of our profession. But I must tell you of some of the incidents that helped relieve the monotony of my home life, and which generally came from the children.

First, then, was Isabella, a girl of thirteen years, thoroughly crippled by a spinal curvature. She was the oddest bit of humanity I ever saw. Horribly misshapen in body, she had rather a sweet face, and a very pleasant voice. She was usually in good spirits, and when disposed to be "moody," she had a kind way of getting into the seclusion of her own room and keeping out of sight until she felt cheerful again. When she did give way to petulance, her outbursts were more amusing than provoking. She was morbidly sensitive to her deformity, and spurned all attentions offered in pity. She would not allow any one to leave a seat for her, or to do her a courtesy, that she could help. In school she insisted upon having her place in "the line," and would have no seat different from the rest. Once, when company occupied the recitation seat, I gave serious offense by offering her the privilege of sitting while the rest of the class stood upon the floor. At home she would overtask her strength in doing up the work after tea, because she would not let any one assist her, lest she might be thought weak. She would wash the dishes and sweep the floor, although she invariably, dropped her crutches and tumbled in a heap several times during the operation.

My pet was Beesely, a boy of nine years, considered by the family its *dull one*, but I think, as bright as any of them. He certainly had the wittiest speech of any of them, and he was one of my best pupils in school. On one occasion a bovine beast that was kept up in the barn broke from his halter, and clambering over the hay to the upper story, made his exit through an opening in the roof. It was a ridiculous thing to do, and afforded huge amusement to those who saw it, and furnished material for many a recital and comment afterwards. Beesely did not see the performance, but when told of it he said "I would like to have seen old Tom jumping out of that hole! He must have looked like the cow that jumped over the moon!"

Jefferson was the baby — seven years old. During a forced vacation of two or three days he amused himself with an old umbrella. He walked around the farm with his expanded parachute, frightening horses and stampeding cattle, until his mother told him if he did not stay within the house yard fence she would take it away. After stalking over every available foot of space, he mounted the railing of the porch and said, "Now I am going to sit here till a good breeze comes,

and then I shall *fly away!*" He sat patiently for quite a while. At length the favoring breeze came. He rose to his feet, spread his old umbrella, cried out "Good bye, now I fly!" and landed *ker thump* on the ground below! He picked up himself and his delusive wing very quietly, and disappeared behind the house. He has said nothing about flying since!

But I had other sources of amusement. The solecisms and barbarisms of expressions that I heard from all around, would have driven Richard Grant White and his co-laborers into an ecstacy of anguish. One of the young ladies had some money to send away by mail. Arranging for it she said, "It is money that Josephine paid me when she *described* for that Magazine."

The old man mislaid his purse one night. Manifesting a little annoyance, some one said to him, "Oh, it will turn up; no one would steal it." "Oh, no," said he, "I know it has not been stolen, for *as the Bible says*, 'he that stealeth my purse steals trash'!" Another time he asked me if I knew where to find the passage of scripture which says, "When God destroys a man He first makes him mad!"

One of the most impressive incidents of my experience here, was that which came through my acquaintance with a skunk, who took up his quarters under the floor. There was no attempt to dislodge him, since the old man trusted to the beast's own sense of good breeding to leave a place where he was not wanted. But his sense of propriety was much more obtuse than our sense of smell. He staid, and we suffered. Yet he amused us sometimes. One of the children possessed a concertina, from which he could extract the most hideous sounds that ever passed under the name of music. Their relation to harmony may be imagined when I tell you that as soon as the strains began to move upon our ears the skunk would recognize them too, and he generally made such evidence of his proximity, that the concertina was abandoned. The performance was often exhibited for company, more to satisfy curiosity than pleasure, I think.

Before I left Antelope Valley I decided there is variety among animals, as well as men, and that there are more things on earth than have yet been dreamed of in any philosophy.

Coleville, Cal. MIRIAM WEBSTER.

Better say nothing than not to the purpose.—*Penn.*

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon.*

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—II.

CHANCELLOR BARNARD.

The board of regents of the university, at their semi-annual meeting in July, 1858, elected as chancellor of the institution, Henry Barnard, LL. D., to fill the place made vacant by the resignation of Chancellor Lathrop,—assigning to him the professorship of normal instruction. He was inducted into office July 27, 1859. In July, 1860, he resigned his position, his resignation being accepted on the seventh of January following. He was born in Hartford, Connecticut, January 14, 1811, graduating at Yale college in 1830, and was admitted to the bar in 1835. In 1837, he was elected to represent his native city in the state legislature, serving three years. His first annual report as secretary of the board of commissioners of common schools was presented in 1839,—"a bold and startling document," wrote Chancellor Kent, "founded on the most pains-taking and critical inquiry, and containing a minute, accurate, comprehensive, and instructive exhibition of the practical condition and operation of the common school system of education." He had charge of the public schools of Rhode Island from 1843 to 1849. He was superintendent of common schools in Connecticut from 1850 to 1854. In 1855, he became president of the American association for the advancement of education, and, in 1867, first commissioner of the department of education at Washington. Among Dr. Barnard's principal works are "Educational Tracts," "Education in Factories," "Reports on Public Schools in Rhode Island," "Normal Schools in the United States and Europe," "Tribute to Gallaudet," "Educational Biography," "School Libraries," "History of Education in Connecticut," "National Education in Europe," "School Architecture," "Hints and Methods for the Use of Teachers." In August, 1855, he began the publication of the *American Journal of Education*, which is still continued. He had previously edited other periodicals somewhat similar in their aim. Dr. Vogel, of Leipsic, declared that Dr. Barnard, in writing on school architecture, had "created a new department in educational literature." The *Westminister Review* for January, 1854, said: "Dr. Barnard, in his work on 'National Education in Europe,' has collected and ar-

ranged more valuable information and statistics than can be found in any one volume in the English language. It groups under one view the varied experience of nearly all civilized countries." A gentleman of such extensive attainments in everything appertaining to popular education, naturally attracted the attention of the regents of the University of Wisconsin, as a suitable person for the chancellorship. He received the degree of doctor of laws from Yale, Harvard and Union colleges.

PRESIDENT CHADBOURNE.

From the date of the acceptance of the resignation of Dr. Barnard, in January, 1861, by the board of regents of the university, to June 22, 1867, there was a vacancy in the chief office of the institution. On that day, Hon. Paul A. Chadbourne, A. M., M. D., was chosen president — as the head of the faculty was now called. Prof. Chadbourne was, at the same time, elected to the chair of mental and moral philosophy. He was born in North Berwick, Maine, October 21, 1823. In early life, he supported himself by working on the farm in summer and in a carpenter shop in winter; subsequently, he served two years in a drug store. At the age of nineteen, he entered Phillips Exeter academy, New Hampshire. There he qualified himself to enter the sophomore class of Williams college, Williamstown, Massachusetts. He began his studies in that institution in the fall of 1845, and graduated with the valedictory oration in 1848.

Prof. Chadbourne taught one year in Freehold, New Jersey, at the same time studying theology. He afterwards studied in the theological seminary at East Windsor, Connecticut. In the spring of 1850, he took charge of the high school at Great Falls, New Hampshire, and was married the same year, in Exeter, to Elizabeth Sawyer Page. In 1851, he was a tutor in Williams college. He next became principal of the academy at East Windsor Hill, Connecticut. In May, 1853, he was called to the chair of chemistry and botany in Williams college, which he held for fourteen years; for half that time, commencing in 1858, filling a like position in Bowdoin college, Maine. This period abounded in labors. He was professor in three institutions at the same time, spending a part of the year in each. In 1859, he visited the Scandinavian countries of Europe, making an extensive tour, including Iceland. Subsequently, he led a scientific expedition to Greenland. In 1860, he published four lectures on natural history, previously delivered at the Smithsonian Institution, and gave a course of lectures in Western Reserve college, in Ohio. He was three years

professor in Berkshire medical college, and for twelve years gave a course of chemical lectures in Mount Holyoke seminary, Hampden county, Massachusetts.

Prof. Chadbourne was two years — 1865 and 1866 — a member of the Massachusetts senate, during which time he delivered a course of lectures before the Lowell institute, on Natural Theology, which were afterward published, and have been extensively used as a text-book in colleges. He was elected president of the Agricultural college in Amherst, Massachusetts, and while occupying that position was offered and accepted the presidency of the University of Wisconsin. After leaving this institution, he returned to Massachusetts, and on the twenty-seventh of July, 1872, succeeded Rev. Dr. Mark Hopkins as president of Williams college, which position he still holds. The degree of doctor of medicine was conferred upon him by the Berkshire medical college, in 1859; that of doctor of laws, by Williams college, in 1868; and that of doctor of divinity, by Amherst college, in 1872. In the last mentioned year, he was elected Fellow of the Royal Society of Northern Antiquaries, Copenhagen.

Dr. Chadbourne resigned his office in June, 1870, as president of the University of Wisconsin, a step made imperative because of his enfeebled health. The necessity of this was regretted by all friends of the institution. "Possessed of remarkable executive ability and tact," writes Dr. S. H. Carpenter, "a sharp-sighted business man, and gifted with a quick insight and readiness to determine character, and a thorough knowledge of men, he was well adapted to the work of reorganizing the university; but the continuous mental strain told upon his somewhat delicate constitution, and he was compelled to retire."

As an instructor in natural science, Dr. Chadbourne, has but few equals in the United States. His pre-eminence, in this regard, consists in the fact that he selects well the leading germinant points, and enforces primary truths strongly on the mind. His scholarship is cosmopolitan in its range; he does well a great variety of things. He may be said to have an untiring executive ability. His administration of a college is characterized by a general wide-awakeness and by a careful oversight of details.

"It is a matter of deep regret," said the regents, in their report of 1870, "that we have to record the withdrawal of Paul A. Chadbourne from the presidency of the university. The board were long aware that the health and private interests of the president had determined him to give up his charge, but they still hoped that he might be in-

duced to continue his place. His service as president closed with the collegiate year; and the regents feel it due to President Chadbourne, to themselves, to the university, and to the state, to express their conviction that his departure is a great loss to the educational interests of Wisconsin."

Dr. Chadbourne is not, in the popular acceptance of the term, an author of books; nevertheless he has published three distinct works — "Lectures on Natural History," "Natural Theology," and "Instincts in Animals and Men," and two small volumes of selected baccalaureate and memorial sermons. These are books of genuine merit — the natural outgrowth of professional study and instruction in college; in other words, they are lectures and collegiate discourses put in print. In the first of these, he defines natural history to be "the study of the earth as one mass, and of every object upon its surface and within its crust." Surely, this is a very succinct and comprehensive definition. "We ask you," he continues, "to enter the portals of this great temple, and read the thought of the Builder in every separate stone, and its joinings. Nothing is superfluous — nothing is wanting. Every line, seemingly useless in the separate stones, serves to show their true place in the arch or dome. And not a single tint could be lost without marring the grand picture which the pieces all conspire to form. They are like the colored glass of some grand old cathedral window — forming a picture unseen by those who pass on the outer side of the temple, but to those within, giving gorgeous tints and celestial groups."

In his "Natural Theology," Prof. Chadbourne presents the great outlines of his subject in a form easily understood by all. This work serves to "awaken in the student a love for the study of nature and lead him on to independent observation in this most profitable field of human thought." Its popularity is shown by the fact that it has already passed beyond its twelfth edition. His "Instinct in Animals and Men," is well calculated to "quicken the interest of the student in the study of nature," and in a more thorough investigation of his own complex powers, so that his relations to the world can be better understood. Besides these lectures and sermons, he has writtem much and written well. His printed addresses, his communications to various periodicals, his articles in cyclopedias — more than fifty titles in all — present an array of literary work really quite surprising. Education, medicine, agriculture, horticulture, history, home life, Utah and the Mormons, labor, Iceland, and many other subjects, have re-

ceived attention at his hands. He is at home whether discoursing upon "Co-operative Farming" or "Dogmatism in Science;" upon "Immortality" or "Ancient Shell-beds of Maine;" upon "Sabbath Breaking" or "Birds of the North."— *University Press.*

SUPERVISION.

If there is one feature of school work which is more important and essential than another, it is that of supervision. If there is one feature which has been allowed aimlessly to drift, and almost unaided and unbefriended, in a practical way, to suffer neglect and the lack of intelligent and sympathetic direction, it is this feature of supervision. If there is a class in this sphere of activity, of which much has been expected but to which little has been given,— which has been blamed and scolded, and held responsible for much that is unsatisfactory and discreditable in the schools,— but which has been left to struggle alone with the intricate and delicate problems with which they have to deal, it is the class known as superintendents.

It is true that through the efforts of the friends of true educational reform, a change from the town to the county superintendency has been effected, and the system of independent city supervision has been established. It is also true, that from time to time, when, from mercenary or vindictive motives, efforts have been made to secure unfavorable legislation towards these measures, this association, and many friends of a sound and efficient system of public education, not numbered upon its roll of membership, have united in extolling the superiority of the present over the former system of supervision, have awakened public interest, and secured public attention to the danger sufficiently to ward it off, and then left the matter to care for itself — to go on as unsatisfactorily as before, ever grounding the defense of the present system upon the fact of excellence compared with something worse in the past, rather than upon existing and demonstrable merit and efficiency.

The word supervise, itself, means to superintend, to direct, to manage, to control. It must not be confounded, then, with mere inspection or visitation. These may be necessary for wise supervision, may furnish the necessary data or facts for intelligent direction or management; but learning what direction or management a school requires, is not directing or managing that school.

The law creating the office of county superintendent, seems to contemplate three distinct duties and relations, viz: 1st. The duty of examining and licensing teachers, holding institutes for their instruction, annulling certificates, and hearing and determining upon charges affecting the teacher's moral character and ability to teach. Out of these duties grow the relations of superintendents to teachers.

2d. The duty of visiting and examining schools and school districts, and inquiring into the management, course of study, methods of instruction, text-books, discipline, school-houses, sites, out buildings, apparatus, etc., and advising and counseling district boards in regard to their duties. By these duties are established relations with district boards and patrons of schools.

The third class of duties and relations remaining to be mentioned is that of collecting, collating, and forwarding statistics and reports to the state superintendent as he may require. These duties, and this relation, while not usually deemed of the highest consequence, may be made of no little value in the way of promoting efficient supervision.—*New Jersey Public School Journal.*

HINTS ON TEACHING.

If at any time your pupils are inattentive during recitation, before reprimanding them, turn your thoughts in upon yourself and see if the fault is not there. When a whole class is infected, it is safe to charge the trouble to the teacher. Have you taken special pains to fit yourself for the profession? A man is not allowed to shoe a horse till he has served an apprenticeship; you are dealing with a subject infinitely more difficult. You must be a very bold or a very ignorant teacher if you have not acquainted yourself with the laws of psychology, and the opinions of great men who have devoted their lives to the theory and practice of teaching. The man who, without previous study and labor, attempts to deal with the diseases of the body, is called a quack; what shall the man or woman be called who unprepared, hesitates not to assume the guidance of the mind? The bungling physician is called into court to answer for his malpractice; would that the bungling teacher could be dealt with in the same manner. Many who are now so eager to get a situation would then think twice before they assumed its responsibilities.

But you are before your class; have studied the subject carefully

and made, we will suppose, conscientious preparation for your duties, and still your pupils fail to show the right interest in their work; what then? I should say, without hesitation, in all probability the fault lies in yourself. The true teacher, like the poet, is born, not made; and if you have not the natural endowments, no amount of cultivation will avail much; and the sooner you leave the business for something more congenial, the better for the children and yourself also. You are engaged in a profession in which a blunder is worse than a crime, and where no amount of good intention can compensate for lack of ability, whether natural or acquired. Continual trouble with noisy, inattentive children is proof satisfactory, not that the children are bad, but that the teacher, if he has tried his best to do his duty, lacks the proper natural qualifications for his office.

If your pupils are idle and mischievous in school, let your first care be to see that you have done your duty in providing them interesting and suitable employment. The great secret of good government, whether in the school or the nation, is "busy-ness." Idle hands will always find mischief to do; and it is your duty to keep them full of good, healthy work, and to guide (without being seen) even their sports. If your children do not like their studies, be very careful that the fault is not your own through lack of preparation daily, or through defective methods. The probability at least is that the trouble lies not with the children. The human mind is so constituted that it delights in the acquisition of knowledge; and as beauty is more attractive than deformity, and sweet music than a jangling discord, so, to him whose eyes are opened, is good more attractive than evil, and it is your duty to see that the child's eyes are opened. And do not consider the imparting a few paltry facts as the great end in teaching. Rest not till you have inspired in your pupil a love of virtue and knowledge, and a reverence for the laws of God.

Never doubt lightly a pupil's honesty. Probably the surest and quickest way to make a child a liar is to let him know that you think he is one. Of course, teach your children to speak and act the truth, but lure, not drive them into it. Compulsory morality has ever been considered a poor article, and a charitable leniency for the slips and accidents of childhood, yes, even for the willful wrongdoing, since it is generally the result of lack of knowledge,—is not only the part of mercy but of justice. I believe it often happens that children are driven into falsehood to protect themselves from really unjust treatment on the part of those in authority over them. Again, confidence

begets confidence, just as love begets love. The pupil who finds his teacher trusting him will be far more likely to deserve that trust than one who sees his teacher receive his statements with words or looks of suspicion.—*N. E. Journal of Education.*

FACTS FOR SERIOUS CONSIDERATION.

It is very difficult to induce many teachers to see and feel that year by year the aspect of education is changing. We do not refer to corporal punishment, or whether there is too much arithmetic, or too little science taught in the schools, — we refer to *the quantity of real education.* American education ought to preserve the American republic, to render every citizen happier, to remove vice and encourage virtue. Now we ask all to stop and ask themselves if it is really doing these things. Look around you, fellow teachers, and see if you think the results are what you desire them to be. See the rows of grog shops in this city, in spite of the clear proof that they are costly, — oh! so costly, in money, and so ruinous, — oh! so ruinous to human bodies and souls. See the depreciated standard of right, the little fear there is of wrong. See the remarkable growth of profanity in our land, — even in Puritan New England. A gentleman just returned from a long journey to Massachusetts, New Hampshire, and Vermont, says that it is common for boys of tender years in all parts of the country to use profane words! Then the drift of public opinion is certainly downward. All of these things while our public school system has been steadily expanding.

It is worth while to stop and consider some of the grave problems these facts must suggest. If our schools cannot stay the downward tendency, to what influences must we look? Have the teachers breathed the atmosphere of these "changed times" so much and so long, that they no longer look upon these signs of deterioration with alarm? We may shut our eyes, if we choose, to the change that is going on in our country, but that will *not prevent responsibility,* and *the responsibility of the teachers.* Every teacher, in every state, should be addressed by the state associations on these subjects, so that all could act together to stay the demoralizing processes that are going steadily on. It is not, we apprehend, that the teachers lack earnestness and conscientiousness; we think they possess these qualities. But for years the moral natures of the pupils have been left uncultivated. The teacher has striven to *know* in these late years; he has

become a more profound scholar, but not a better teacher. His largest function is to impress upon his pupil certain great moral ideas,—by life and discussion. These are the foundations of a nation's life. We are known abroad as a *smart* nation: are we believed to be an *honest* one? The schools have the nation in their keeping.—*N. Y. School Journal.*

INSTRUCTION IN MORALS.

Instruction in morals is daily given in your school, whether you choose to recognize the fact or not. The marred walls and desks, the soiled and dog-eared books, the vase of flowers, the expression of your face in trying moments, each will teach its own lesson, irrespective of your desire. That case of discipline, where you were irritable, and showed so plainly that you cared not for the pupil, but for your own freedom from annoyance, has impressed a lesson of selfishness, it may be of tyranny, on the moral nature you choose to ignore. The formidable little note, "Morals and manners," may not be appended to your course of study. Nevertheless you must teach morals and manners, either with or without qualifying adjectives.

The first natural principle for the cultivation of any power is its use. This principle has been too much neglected in the cultivation of moral faculties. We do not attempt to teach arithmetic and reading, by solicitation, command, and precept. Why should we consider these the best and only means to impress moral lessons? If a child is to be taught drawing, he must practice drawing. If a child is to be taught to be truthful, he must practice telling the truth. No more efficient method can be devised for teaching children to be dishonest, than to wink at the practice of deceit in small things, which is the tempter's stronghold in our schools. Nothing will more surely teach the future American citizen to perform social crimes than the lax discipline of our common schools, giving him practical training in neglecting the rights of others. It is a very trite remark that a wrong thing done, lessens our power to do right, but the application of this to the teacher's work, will bear repetition. The teacher who does not prevent a wrong thing's being done, if it lies within his power, is responsible for it. Moreover the teacher who attempts his work without power in this direction, may well question whether he can escape responsibility with that plea.

Moral education needs to be systematic. A child is not required to

solve geometrical problems before he has mastered the multiplication table. To a child of neglected moral nature, telling the truth, under sore temptation to be dishonest, is quite as difficult, nay, as impossible. Yet how often is this demanded, when the teacher knows beforehand, or ought to know, that the child will lie!

We must build upon present attainments in morals as well as in other things, if we would elevate. No matter how low the moral plane, God has ordered that there shall be a possible, easy step upward. It is the teacher's province to lead his charge, gently, by just such steps, higher in truth and purity.

Another principle of moral education is found in the tendency of the moral nature to assimilate itself to its surroundings, whether physical, intellectual, or moral. Order, taste, and beauty in the outward appearance of the school room, may be made to teach the beauty of holiness. Ruskin proposes first, the clean table cloth, then, the saying of grace. A clean floor in a school room possesses *moral* advantages over its opposite. The wonders of the purely intellectual world, vividly presented to an awakening mind, may also refine and elevate the whole nature.

Above all, the wise, loving soul of a true teacher shall by its own inspiring example do more than all other means combined can possibly accomplish. All methods will meet in such a soul; all difficulties be overcome. The school board may prevent the formal reading of the Bible in the school, but the whole essence of the New Testament shall be in that teacher's soul and its purifying influence shall be felt in a wav beyond the reach of criticism from any sect or religion. Leave out this loving, earnest purpose — this living soul, and the best method of moral instruction ever devised, will prove a miserable sham. — *From an Essay by Miss* ISABELLA LAWRENCE, *Teacher in the Whitewater Normal School, read on Washington's Birth Day.*

THE SCHOOL MASTER IN POLITICS.

This is pre-eminently the day of the school master in politics. In the day of Washington, the school master played no great part; for there *was* as yet no school master, in the modern sense. In the later but *anti-bellum* days, politics was in the hands of the lawyers. The school master played small part, except as a target for southern rage and bowie-knives.

There came a time when the clergy broke over into the political

field and preached politics in all the pulpits of the land. Thereat the lawyers howled, but the school master took up his musket and went so far to the front that the politicians forgot all about him till he came home again. But now, somehow or other, the politico-lawyer cannot ignore him.

On the vital questions of to-day, Prof. Perry, Prof. Sumner, Prof. Seelye, Jacob D. Cox and other such men, are held as of at least equal authority with Ben. Butler, Fernando Wood, and Tim. O. Howe. Even a Mississippian is found to rise in the U. S. Senate and glorify his courageous vote by appealing to his career as a school master. And to come nearer home, even at a loss of rhetorical effect, it may be remarked in a practical way that the fellows who run the political machine in Wisconsin, are beginning to find out that the school master is abroad. It is well. Let the teacher, the student, put on his gloves —if he has been able to accumulate any—and step down into the ring. If he gets a hearty cuff now and then, let him keep silence; but if any man tells him that "teachers should not meddle with politics," let that man's nose testify.

But I must not speak unguardedly. I do not preach that the teacher and the scholar should enter into party manipulation. Above all things the teacher should not be an office seeker. His influence and work in politics should be so clear of any appearance of self-seeking as to give him the power, which always goes with wise, disinterested action.

The teacher may do much for politics, much to bring the word back to its old Websterian signification, in the way of his legitimate daily work. It is the true office of education to prepare its recipient not simply for self-support, but for right living. If it does not do much to lift men out of the narrow, dismal realm of selfishness and prejudice into the freer, purer air of intelligence and benevolence, then, indeed, it is a snare and a delusion.—*Prof.* A. SALISBURY, *Address on Washington's Birth Day.*

THE FUTURE OF THE COMMON SCHOOL SYSTEM.

But with all these and many other weaknesses that might be specified, we must be able to see, when we compare the present even with the comparatively recent past, that there is great hope and promise for the future.

When we reflect that our present vastly differentiated system is nearly all the work of but little more than one generation; when we

discover that the conviction of the absolute necessity of universal education has rapidly spread and deepened, especially since the great civil war; when we look at the immense pecuniary, social, political, and moral interests at stake in the question of the education of the whole people, we are not left alone to blind conjecture as to what the future of the common school system, which within twenty-five years will minister to the needs of one hundred millions of freemen, will be.

We may safely assume that the time will come when 1st, the district system will be universally discarded, and the township will become the unit of the school as it is of the political system.

2. When the schools will be set apart to do a definite and appropriate work as represented by a *course of study especially adapted to the wants of the people.*

3. When the system will be thoroughly organized and co-ordinated from the primary to the high school, and from the high school to the university.

4. When the teacher shall be carefully educated and trained for his work; when he shall be respected, trusted, supported, and rewarded according to his character and qualifications, and the importance of the duties imposed upon him.

5. When school officers of every grade, as well as teachers of every grade, shall be chosen on the score of eminent fitness, and not on account of personal or political relationships.

6. When the tenure of office of teachers and school boards shall be determined solely by the question of honesty, competency and fidelity to the most sacred of all public trusts.

7. When the malign influences of politics and of modern political methods shall be banished from education as a deadly poison from the fountain of our national life.

8. When we shall behold a great and free nation organized for and dedicated to its paramount duty of promoting that intelligence and virtue, without which this "government of the people, by the people, and for the people," must inevitably perish from the earth.—*Pvest.* J. W. PHELPS, *in an address at Whitewater, on the Birthday of Washington.*

THE FIRST DAY OF SCHOOL.

To the young teacher, the first day is an eventful and important one. Much depends upon the impressions he shall make when he appears for the first time before his charge. Every precaution should

therefore be taken to secure pleasant and favorable impressions. The plans for the day should be carefully considered and deliberately executed. Nothing should be left to the impulse of the moment. In calling the school to order, let a quiet and self-possessed demeanor be practiced. If possible, the presence of one or more of the school officers should be secured, through whom an introduction to the children would be eminently proper, accompanied by such remarks as occasions of this kind seem to sanction. Let these proceedings be followed by a few simple and fitting words by the teacher, explanatory of the mutual duties and relations of instructor and pupils. This may be followed by some appropriate general exercise, as singing led by the teacher. By this means embarrassment may be dispelled and a bond of sympathy established between the parties who are to be so intimately associated in the future. If the first effort be not entirely successful, try again and again, until sufficient confidence is gained to render further intercourse pleasant and free. If singing be not practicable, select some other exercise, in which the teacher is himself proficient. Nothing should be undertaken in which the instructor is not competent to lead and inspire confidence. A hesitating and uncertain manner will be quickly detected by the children, and will be fatal to that entire confidence which a teacher should be ever able to command. — *The Practical Teacher.*

THE COUNTRY BOY IN WINTER — A READING LESSON.

The winter evenings of the farmer boy in New England used not to be so gay as to tire him of the pleasures of life before he became of age. A remote farm house, standing a little off the road, banked up with saw dust and earth to keep the frost out of the cellar, blockaded with snow, and flying a blue flag of smoke from its chimney, looks like a besieged fort. On cold and stormy winter nights, to the traveler wearily dragging along in his creaking sleigh, the light from its windows suggests a house of refuge and the cheer of a blazing fire. But it is no less a fort, into which the family retire when the New England winter on the hills really sets in.

The boy is an important part of the garrison. He is not only one of the best means of communicating with the outer world, but he furnishes half the entertainment and takes two-thirds the scolding of the family circle. A farm would come to grief without a boy on it, but it is impossible to think of a farm house without a boy in it.

"That boy" brings life into the house; his tracks are to be seen everywhere, he leaves all the doors open, he hasn't half filled the wood box, he makes noise enough to wake the dead; or he is in a brown study and cannot be stirred, or he has fastened a grip into some Crusoe book which cannot easily be shaken off. I suppose that the farmer boy's evenings are not now what they used to be; that he has more books, and less to do, and is not half so good a boy as formerly, when he used to think the almanac was pretty lively reading, and the comic almanac, if he could get hold of that, was supreme delight.

Of course he had the evenings to himself, after he had done the "chores" at the barn, brought in the wood and piled it high in the box, ready to be heaped upon the great ruddy fire. It was nearly dark when he came from school (with its continuation of snowballing and sliding,) and he always had an agreeable time stumbling and fumbling around in the barn and wood house, in the waning light.

John used to say that he supposed nobody would do his "chores" if he did not get home until midnight; and he was never contradicted. Whatever happened to him, and whatever length of days or sort of weather was produced by the almanac, the cardinal rule was that he should be at home before dark.

John used to imagine what the people did in the dark ages, and wonder sometimes if he wasn't still in them.

Of course John had nothing to do all the evening, after his "chores,"—except little things.—While he drew his chair up to the table in order to get the full radiance of the tallow candle on his slate or his book, the woman of the house also sat by the table knitting and sewing. The head of the house sat in his chair, tipped back against the chimney; the hired man was in danger of burning his boots in the fire. John might be deep in the excitement of a bear story, or be hard at writing a "composition" on his greasy slate; but whatever he was doing, he was the only one who could always be interrupted. It was he who must snuff the candles, and put on a stick of wood, and toast the cheese, and turn the apples, and crack the nuts. He knew where the fox-and-geese board was, and he could find the Twelve-Men-Morris.

Considering that he was expected to go to bed at eight o'clock, one would say that the opportunity for study was not great, and that his reading was rather interrupted. There seemed to be always something to do, even when all the rest of the family came as near being idle as is ever possible in a New England household.

No wonder that John was not sleepy at eight o'clock; he had been flying about while the others had been yawning before the fire. He would like to sit up just to see how much more solemn and stupid it would become as the night went on; he wanted to tinker his skates, mend his sled, to finish that chapter. Why should he go away from that bright blaze, and the company that sat in its radiance, to the cold and solitude of his chamber? Why didn't the people who were sleepy go to bed?

How lonesome the old house was; how cold it was, away from the great central fire in the heart of it; how its timbers creaked, as if in the contracting pinch of the frost; what a rattling there was of windows, what a concerted attack upon the clapboards; how the floors squeaked, and what gusts from round corners came to snatch the feeble flame of the candle from the boy's hand. How he shivered, as he paused at the the stair case window to look out upon the great fields of snow, upon the stripped forest, through which he could hear the wind raving in a kind of fury, and up at the black flying clouds, amid which the young moon was dashing and driving on like a frail shallop at sea. And his teeth chattered more than ever when he got into the icy sheets, and drew himself up in a ball in his flannel night-gown, like a fox in his hole.

For a little while he could hear the noise down stairs, and an occasional laugh; he could guess they were having cider, and how apples were going round; and he could feel the wind tugging at the house, even sometimes shaking the bed. But this did not last long. He soon went away into a country he always delighted to be in; a calm place, where the wind never blew, and where no one ever dictated the time of going to bed to any one else. I like to think of him sleeping there in such rude surroundings, ingenious, innocent, mischievous, with no thought of the buffeting he is to get from a world that has a good many worse places for a boy than the hearth of an old farm house, and the sweet, though undemonstrative affection of its family life.—*Charles Dudley Warner.*

SOME RULES OF HEALTH.

When you sit or walk, throw back your shoulders and hold yourself erect. This will enlarge your chest, and give your lungs, or organs of breathing, plenty of room.

2. By standing or sitting erect, the bones of your body are kept

in their proper positions. This makes you appear much more graceful than when you stand or sit with your body bent.

3. Do not sit down on the grass, or on the damp ground, especially if you have just been running or walking fast; and do not drink very cold water when heated by exercise.

4. Do not wade or stand in the water with your shoes and stockings on; but keep your feet dry. If they get wet from walking in the rain or snow, rub them with a coarse towel as soon as possible, until they are warm again; then put on dry shoes and stockings.

5. Do not wear your clothing tight around either your chest or waist, for this will injure the most important organs of your body. If your clothing is tight around the neck, wrist, or any of your limbs, it will prevent the blood from flowing as freely as it should.

6. Eat and drink slowly. Your food will not only taste better than when eaten hastily, but will be more easily converted into healthy blood.

7. Do not eat or drink just before going to bed; for it will prevent you from sleeping soundly, and is very unhealthy. Let there be an interval of four or five hours between meals.

8. Children should be careful not to hold their books too near their faces when reading or studying. It will make them near sighted.

9. Never try to read by twilight or by any dim light. When you read or work at night, place a shade over the light, so as to keep it from shining in your eyes.

10. Keep your whole body clean, as well as your face and hands. Wear neat and dry clothing. Whole clothes look best; but it is no disgrace to wear patched clothing, if it is clean.

11. On clear bright days, fill your lungs with air frequently, by taking long breaths. Draw the air through your nostrils, and then breathe it out again. This will help to purify the blood.

12. Leave some opening in your bedroom at night, to let in fresh air, even in the coldest weather. Neither lie, nor sit, nor stand in a current of air, for you may take cold. Lastly, take plenty of exercise in the open air and in the country air whenever you can.

Some Good Thoughts.—Grasp every valuable idea whether expressed by the wise or the unwise. The brain is a vast storehouse which the unlearned help to fill by their striking originality. Who has not observed that even the quack almanac contains some logic and a good deal of wit? These stray gems of thought, when thus

discovered in unlooked for places, often make the deepest impressions. Just as the wayfarer in some forest solitude feels an inexpressible emotion when, amid the darkened nook of the rivulet's secret glen, he suddenly discovers the sparkle of a diamond.

The human mind is never stationary; when it is not progressive it is necessarily retrograde. He who imagines at any period of his life, that he can advance no farther in moral and intellectual improvements, is as little acquainted with the extent of his own powers as the voyager was with that of the terrestrial globe, who supposed he had erected pillars at the end of the world, when he had only left a monument how much farther he might have proceeded.

The weakest living creature, by concentrating his powers on a single object, can accomplish something; the strongest, by dispersing his over many, may not accomplish anything. The drop, by continually falling, bores its passage through the hardest rock; the hasty torrent rushes over it with hideous uproar, and leaves no trace behind.

GOOD MANNERS. — The leading point in good manners is, so to act and speak as not to offend the feelings of others. One can give pain and offend in a great many ways: for instance, by being noisy, talkative, pert, saucy, and self-conceited, by speaking too much of one's self, and by staring rudely in company.

2. By doing these things, children make themselves disagreeable. In order to make people love you, you must not say, "I shall do as I like; I care for nobody;" for no one has a right to live in society unless he yield up a part of his self-will.

3. A well-bred person does everything with perfect ease and quietness. He allows nothing to ruffle his temper. He enters a room quietly, though not stealthily. He sits down or rises up quietly, speaks with gentleness, and does every thing in a way fitted to please.

4. An ill-bred person enters a room noisily, and sits down and rises up noisily. It would seem as if he could do nothing quietly. When he speaks, the house rings with his voice; when he walks, every tramp of his foot makes the room shake.

5. Nobody likes these things; they mar every one's comfort. To be cheerful, and to laugh with those who laugh, are quite different matters. Civility and politeness cost nothing, and will make us respected much more than costly presents.

RECOMMENDATIONS.—A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves. Out of the whole number he selected one, dismissing the others.

"I should like to know," said a friend, "on what ground you selected that boy, who had not a single recommendation?"

"You are mistaken," said the gentleman, "he has a great many. He wiped his feet as he came in, and closed the door after him, showing that he was careful; gave up his seat to the lame old man, showing that he was kind and thoughtful; he took off his cap when he came in, answered my questions promptly and respectfully, showing that he was polite and gentlemanly; he picked up a book which I had purposely laid upon the floor, and replaced it on the table, while all the rest stepped over it or shoved it on one side, and he waited quietly his turn, instead of pushing and crowding, showing that he was honest and orderly; when I talked with him, I noticed that his clothes were carefully brushed, his hair in nice order, and his teeth as white as milk; that his finger-nails were clean, instead of being tipped with jet like that handsome little fellow's in the blue jacket. Don't you call these things letters of recommendation? I do; and I would give more for what I can tell about a boy by using my eyes ten minutes, than all the letters of recommendation that he can bring me."

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

POWERS OF THE DISTRICT.

Q. Certain taxes having been voted, can they be reduced at a special meeting called for the purpose?

A. The district can reduce the taxes if so disposed, if the meeting is called in season. It would be proper that three-fourths of the legal voters be notified of the proposed action.

Q. One of several candidates having obtained a plurality of votes, on a formal ballot for district treasurer, can the district proceed to another election lawfully?

A. It cannot. "In all elections for the choice of any officers, unless it is otherwise expressly provided, the person having the highest number of votes for any office shall be deemed to have been elected to that office" (R. S., ch. VII, sec. 102; T. S., 124).

POWERS OF THE BOARD.

Q. We have two school houses; the district voted 8 months school, 5 in one house, 3 in the other; the board hired a teacher for 5 months last winter, and have now hired one for the 3 months, for a summer school. Can a special meeting set aside their action, and break up the school?

A. If the board has not departed from any instructions which the district gave, as provided in sec. 19, sub-section twelfth, the contract for the three month's school is binding, and if the teacher is not allowed to teach the school, he is entitled to damages sufficient to make him good.

Q. When there is a vacancy in the board, can the remaining two members hire a teacher, or must there be a full board?

A. The first business of the board, when a vacancy occurs, if to fill it. If through no fault of theirs it remains unfilled when the time comes that the interests of the district require that a teacher be hired, they can hire, and the act will be lawful.

Q. The clerk being absent, and out of reach, a new treasurer is unable to file a bond approved, except by the director. Can he act lawfully till the clerk returns?

A. It must be so held. He does all he can to comply with the law.

FREE HIGH SCHOOLS.

Q. Our district has a free high school. One of the district board has resigned. Does he continue to hold his place as a member of the high school board?

A. No; the place is vacant. In such a case as yours, the district board is to "constitute" the high school board. Vacancy in the first is a vacancy in the second. Filling the first fills the second.

Q. We have raised money enough already for both common and high school purposes. Can the district now, at a special meeting, divide the amount, and devote the proper portion to the high school?

A. The district has this power.

DISTURBANCE OF SCHOOL.

Q. A young lady of seventeen has been forcibly ejected from school by the board, but persists in returning and sitting in the school-house and annoying the teacher, who does not allow her to recite. What is the remedy?

A. A summary remedy is to eject her again, by physical force, if she will not retire when requested. Another remedy is found in sec. 140, School Code.

CORRESPONDENCE.

NOTES FROM NEW ENGLAND.

DEAR JOURNAL.—Finding an hour's leisure, I send you a few notes from the heart of New England. Entering Massachusetts by the Troy and Boston railroad, I noticed Williamstown, in the northwest corner of the state, with some interest, remembering that her college has furnished our state university with two presidents. The town lies lapped quietly among the hills, but the college buildings are certainly not set on a hill — they are not to be seen by a passing traveler. The institution courts observation, I suppose, rather by the work it performs, the men it sends out, than by exposing itself to bleak winds. The village is a resort for summer tourists, and is undergoing some improvements at the hands of Mr. Olmstead, of New York.

Passing North Adams, a growing, busy place, you enter the Hoosac Tunnel. You see a dark hole at the base of the mountain; with the lamps lighted, you are whisked into it, and in less than fifteen minutes you are in daylight again, and see a dark hole behind you. But that hole, with forty miles of railroad, cost $13,000,000, and twenty years of labor. It is owned by the state of Massachusetts, and is destined, doubtless, to render that energetic little state and its commercial metropolis a corresponding benefit.

Greenfield, my first stopping place, is the very type of a pleasant, prosperous, steady going New England village. People out here don't affect the dignity of cities as much as we do, when they count two, three, or four thousand. The traveler should not fail to go to the "Poet's Seat," a high crag of trap rock near here, from the top of which can be a had a charming view of the surrounding country, now in all its freshness and beauty. At Turner's Falls, lying at the foot of this crag, on Connecticut river, a considerable manufacturing village has grown up since I visited the spot forty years ago, including a cutlery establishment. In the line of table cutlery, this business had its first important development in this country, I think, in this vicinity.

New England abounds in water power. Its agricultural population does not increase, but a great development of varied manufactures, has taken place, and every little stream has its mills or shops. At present, however, many of them are idle or doing little. At one village where I stopped a day, I found three or four hands in a factory for baby carriages, where a few years ago forty or fifty found employment. And so with other manufacturing industries. At one place a large boot factory was running, but could pay only half wages, and had to refuse numerous applicants for work. The times are out of joint. What the end will be it is difficult to foretell.

I expected to see the streams dwindling away in consequence of the removal of timber; but it would appear that while much timber has been cut away, a larger expanse of the thousand hillsides is being clothed with a younger growth and the streams, this year at least, are fuller than they used to be at midsummer. But the season has been exceptional in the amount of rain. As to shade trees, nothing can compare with the stately rows of elms and maples in some of these old villages.

Several different tendencies are observable in the farming interests of this region. As the older people on the farms pass away, the younger ones often do not incline to remain, but scatter to the towns and cities, or to the west. The poorer farms frequently pass into strange hands; usually those of thrifty Irishmen, who have saved up a little sum, and who turn farmers in a small way. Better farms are sometimes annexed to similar ones, carried on by enlightened and enterprising farmers; while some of the poorest seem to be pretty much abandoned, and to be returning to forest. The outcome of all this is a curious problem.

The cemeteries, of which I visited several, suggested reflections somewhat too sombre to record here, but I was struck with the longevity indicated by many of the tombstones, a great number of ages reaching from 60 to 90. Taking up a country paper that recorded the deaths of the week for several towns, out of ten lives, seven averaged 73⅓ years each. Other trials indicated about the same. The deaths of children were not all given, I judge.

The schools in town were closed. I noticed that the country school houses were generally neat and in good repair. Entering one, I found the interior to be inviting, but the furniture somewhat ancient. The good school dame, Mistress ——, was on her 78th term! Whether that implied 39 years' service, summer and winter, I did not venture to ask; but on learning that she was a native of Chesterfield, N. H. (the school was in Vermont, not far distant), I remarked that I once had a schoolmate in the academy there, by the name of Ezekiel ——. "That was my brother!" exclaimed the good school mistress, and we had a pleasant dish of chat. Making the inevitable "few remarks" to the children, I left them to the faithful, if somewhat antiquated, instructions of their mistress. The same day I met another teacher, a maiden of twenty summers, who inquired with interest about the west.

In my native village, on the banks of the beautiful Ashuelot, the old schoolhouse, of two rooms with a hall overhead, had been removed from its place, after a service of fifty years, wheeled into line with the shops and stores, and put to ignoble purposes; but its little cupola still marked its primitive glory. On the other hand, the great, broad, hunchbacked tavern, with its different eras of architecture, and its windows of many sizes, together with its capacious barns and spacious yard, whence stage coaches and their steeds once issued, and where the menagerie and the circus used to display their attractions, had disappeared, and on the ground was a handsome and stately school house, with its accommodations for several departments, including a high school, and an ample lawn, set with choice elms and maples. The school was not in session, but the high school, I learned, was for the whole town. The town had "adopted" the high school system, as the law of the state (New Hampshire) now permits, and the authorities endeavored to make the system popular, and the school useful to all parts of the town. I was told that the plan meets with favor. It was that which was contemplated, namely, town high schools, in the enactment of our own high-school law, but something entirely different has been the result. When we have a town system proper, we shall begin to have town high schools, not before.

I am not here, however, dear JOURNAL, to examine schools or to discuss school systems, but for rest; and nowhere can it be found in greater perfection than

among these beautiful New England hills and valleys, beside its gurgling brook and placid ponds. The charm of this region can be appreciated only by one born here, and returning from a long sojourn in the monotonous prairie region of the west. And it is not alone that the eye has such an infinite, ever changing variety of forms upon which to rest, but all objects are invested with a grace and delicacy unknown at the west, and which is no mean compensation for a soil lacking in the generous fertility of our own. The trees, the shrubs, the flowers, the very weeds, are more delicate and symmetrical in form; the streams are perpetually assuming new aspects; the mountains, hills, and valleys entrance the eye with countless forms of beauty, and not unfrequently of grandeur. But I must close, and I must leave thee, O New England, and see thee perhaps no more!

Greenfield, Mass., July 15, 1878. P.

EDITORIAL.

The paper which Prof. Albert Salisbury prepared on the "History of the Wisconsin Teachers' Association," and read before the annual session of that body a year ago, has been printed in a pamphlet of thirty-six pages, and distributed among the members of the association. This paper, which is as complete as the space would allow, is accompanied with tables giving the statistics of all the sessions, with the officers, and number of members enrolled each year; and with a list of the various addresses and essays presented at the sessions from the beginning. No one who is not familiar with the work required in preparing such a historical statement, knows little of the patient research needed to reach and verify the numerous facts set forth in this pamphlet. From a partial investigation of the same field two years ago, the writer can testify to the singular accuracy and completeness of the work. It must aid materially in strengthening the association, as it furnishes for the teachers of the state information of its operations, which extend through twenty-five years, and have influenced most powerfully all our educational interests. The thanks of the members of the association were due Prof. Salisbury, and they were cordially expressed at its recent session, for his faithful exertions in preparing and publishing this history.

Some reaction in the support of our graded and high schools, was expected in the arrangements which they would make for their management the coming year. It cannot be denied that the agitation which has been awakened in some portions of our country upon the subject of the state support of higher education, has disturbed the minds of some leading citizens in Wisconsin. We feared that the policy of maintaining our higher schools would be vigorously attacked in a number of localities, and that the schools therein would be seriously crippled. In this respect we have been happily disappointed. Already have the boards of the graded and high schools nearly completed the arrangments for conducting their schools next year. In some cases the amounts voted for their

support have been decreased; and the wages of the teachers will, therefore, be lessened. A few changes of the principals in these schools occur; but it is generally observed that these changes are less in number than usual. This fact is a very gratifying one. A teacher thoroughly acquainted with his school, and enjoying the confidence of a majority of the patrons, can aid, as a rule, that school much more than can a stranger. Our intelligent school boards are finding out this truth; and the few boards which have refused this summer to reëngage tried and efficient principals, may discover in the end their mistake. We maintain that there is a general tendency toward greater permanency in our school operations. Any opposition which now exists to the public support of our schools above the elementary, will increase the activity of their friends, and strengthen the public sentiment undrrlying them.

See Acct No. 1424

The meeting of the institute conductors at Geneva Lake, in connection with the Teachers' Association, was attended by about forty persons. Robt. Graham was chosen chairman, and Hosea Barns, secretary. Four sessions were held; and though the weather was exceedingly sultry and exhausting, the attendance and the interest did not decline in the least. All the exercises arranged on the programme but one, were presented. The only regret felt was that more time could not be taken to discuss a greater number of points in the syllabus for 1878. Pres. Parker presented the subject of Physiology in the district school; and Pres. Albee, that of Physical Geography in the same school. Prof. Chas. F. Zimmermann, of Milwaukee, occupied considerable time, in a most instructive manner, in showing his method of teaching drawing in the elementary schools. But the Phonic Chart, discussed by Prof. A. Salisbury, proved the irrepressible subject, and captured portions of the time at three sessions.

No topic excited a deeper interest than the Course of Study for District Schools, presented by Prof. Robt. Graham. This matter has claimed the attention, more or less, of our prominent teachers at their conventions the past eight years. There was a conviction that the time had arrived when a definite course of study should be devised and furnished to our ungraded schools, for their adoption. The course presented here, was also laid before the Teachers' Association, and accepted by that body. It is not claimed that it is yet perfect, nor that it received the approval of all the teachers present. There was an impression on the part of some that it should be more specific — going more into the details of the instruction given in the district schools. It is, at least, an attempt in the right direction; and it is hoped that it will provoke enough thought to secure its full development, and the universal adoption of the plan proposed. If this can be done in the next ten years, no greater good can be effected for our country schools.

Prof. J. B. Thayer presented interesting remarks on the regulations for our district schools in respect to the teacher and the pupil. The state superintendent, owing to the lateness of the hour, occupied only a few moments in inviting the conductors of the institute to co-operate with him in defending and promoting the interests of public education in the state. The points in which we are exposed to hostile criticism, should be understood; and the facts and arguments used in defense, should become familiar to them.

The receipts of the State University were last year $89,902.89. This amount was expended during that time. Less than one-half of it was raised by the state tax; the balance was derived from the interest on the funds invested, from tuition fees, from the sale of the Soldiers' Orphans' Home, from the farm, and from the laboratory.

The running expenses of the University were $56,051 08. The instructional force cost $34,877.44; the incidental expenses were $6,845.98; the cost of fuel and lights was $6,562.71; the repairs amounted to $2,182.01; the expenses on the experimental farm were $4,165.11; there were paid for printing and advertising $904.88; and the traveling expenses of the regents were $512.84.

Of the sum first mentioned, the balance, $33,851.86, was disbursed as follows: for insurance, $1,123.75; for libarary, $1,474.58; for furniture, $5,618.19; for cabinet of natural history, $153.91; for apparatus, $2,668.41; for prize, and contingent expenses, $40.00; and for permanent improvements, $22,773.02. Under the last item nearly all the money was paid for the erection of a barn and the magnetic observatory, for alterations in the Ladies' Hall, for the construction of the water supply, and for completing and finishing the Science Hall.

No topic received a more favorable consideration at the meeting of the State Teachers' Association than that on the relations of the Kindergarten to the public schools. Miss S. A. Stewart, of the normal department of the Milwaukee public schools, presented an acceptable paper on this subject. She treated it in a practical, piquant, and convincing manner. An animated discussion followed the reading of the paper. The general drift of it was in favor of testing the principles and methods of the Kindergarten in connection with the primary departments of our public schools. A mother, with the proper feelings and the right training, might reach better results at home than are realized in the Kindergarten; but, as a rule, her work is too severe, and her culture too inadequate, to give the proper instruction. Our teachers from the university and the normal schools should better understand the work in the primary schools; and the Kindergarten will bring the teacher into closer contact with the child natnre. The complaint was made that the normal school board had not properly investigated this subject; and had not prepared their schools to accept and use this system. The association unanimously adopted a resolution urging this board to consider the advisability of establishing a Kindergarten in connection with one or more of the normal schools.

A course of study for our elementary schools has been published in connection with the syllabus for the next series of institutes. It was adopted at the recent annual session of the State Teachers' Association. The discussion on this subject had been so full in the meeting of the institute conductors that none took place in the association. This was regretted, as many teachers were not present at that meeting, and did not obtain a clear knowledge of this course. We invite a careful study of this scheme, which has been prepared after mature deliberation. Let the county superintendents and the teachers in our country schools examine this subject, with the view of adapting it to the work of these schools; and then aid vigorously in securing its adoption. The aim should be not to find the points

for criticism, but how to make it the most serviceable. The general plan commends itself to the judgment of our educators. To bring about the changes in our school management and instruction, which this plan proposes, requires united and earnest endeavors. With intelligent and persistent action on this subject by the great body of the teachers and school officers in the state, we can succeed in systematizing and grading the work performed in our elementary schools.

The conductors of the teachers' institutes will occupy some time, this summer and fall, in explaining this course, and in devising methods for its introduction. Let the effort be made in all these gatherings to create a strong sentiment in favor of this scheme. With this, the details required in using the course can soon be mastered, and the difficulties can finally be removed.

The committee on institutes have arranged for holding forty-three institutes the next three months. No two occur in any one county. Only eight county superintendents who were aided last spring, have institutes assigned to their districts this summer and fall. A portion of these desire to change the time for conducting their annual institutes from the spring to the fall; and the others seem to be in the condition of most needing institute instruction for their teachers. Six superintendents had their applications refused, because they were helped last spring, and are not now in the greatest need, or because they could not make arrangements satisfactory to the committee. To a few counties, where institutes have not been held from one to two years, the conductors would have been sent, if their superintendents had arranged for calling the teachers together. These superintendents should consider whether they are not depriving their counties of that aid from the state to which they are entitled, and which they imperitively need. To withhold institute labor from the teachers for two years, when there is no reason for it except official neglect, is a serious mistake.

Of the forty-three institutes, twenty-seven are under the charge of the regular conductors. Twenty-five assistant conductors — a less number than were employed last year — labor chiefly in the August institutes. Thirty-one of the institutes are in session two weeks each. Assistance is promised to two other counties, if the desired arrangements can be completed.

In two respects, at least, marked improvements should be made in our institutes. First, *A much larger number of the teachers should attend them.* Last year lees than one-half of the public school teachers in the state received no instruction in the institutes. In some counties, were a hundred and fifty or more certificates were granted, less than one-third of that number were enrolled by the institute conductors. The money expended by the state, and the labor performed in this work, are too great to be received with such apathy. Teachers who will not make the necessary exertions to avail themselves of the benefits thus freely offered them, should be denied positions in our schools. They should be treated as too indolent to teach, or too indifferent in obtaining the requisite qualifications to assume the charge of the public schools. With our superior methods of conducting institutes, the per centage of attendance is much less than in some other states which could be mentioned. This is humiliating, but the fact should

be known. The remedy is partially in the hands of the county superintendents, but in a greater degree in the hands of the teachers. Both should proportionally consider the responsibility resting upon them.

Second, *More teachers in attendance should take a greater active part in the exercises.* Some one has classified the members of our institutes as *workers* and *observers.* We do not say that the latter class are not benefitted; we know that they would retain more of the instruction and drill by an energetic participation in all the work. Let the timid ones acquire confidence in themselves, so much as to ask practical questions, and to recite calmly in the classes whenever called upon. Let no one shun any exercise in fear of exhibiting his ignorance, or of inviting a sharp reproof from the conductor. These institutes are not appointed with the view of affording the teachers a social time. The opportunity for visiting and getting acquainted, is merely incidental. The exchange of views upon school work, and the account of personal experiences in teaching, may be made valuable. No doubt, the associations here formed greatly aid, many times, the teachers in the country. But the institute, like a well-ordered school, is for careful study, for stimulating thought, for acquiring self-possession under strong excitement, for drill in observing wholesome and rigid regulations for conduct, and for ascertaining how much one's knowledge of the common branches is exact and serviceable. Besides, a valuable fund of information in reference to the methods of teaching and conducting a school, can be gained. Then, to secure the best advantages of the institute work, and to repay the state for the expenditure of money and toil, each attendant should strive to participate fully in all the exercises.

THE FREE HIGH SCHOOL LAW.

In a short article under this head, on page 392, Mr. Pease takes, we think, some quite untenable positions:

"First.— After a single school district has adopted the high school system, it then becomes a high school district," and "ceases to be a common school district." His argument, not to recite it at length, is in brief, that it must be so because it ought to be so; because it is more convenient to view it in that light. (The only case, by the way, in which a single district can become a high school district, under the revision, is that of a district containing within its limits an incorporated village.) Now if the revisers had intended to provide that the previous organization and corporate existence of such a district should be abrogated by its adoption of the high school system, they would have said so, probably. Instead of this, they provide for other officers and another board, to have charge of the high school, and who shall do every thing that ordinary officers and an ordinary board do, that is *applicable* to such high school district. But this is quite a different thing from charging them with the duties that are not applicable to the high school; that pertain to the district simply as a common school district. It would be needless, of course, to elect two different sets of persons as common school officers and high school officers; ordinarily, at least, it would be more convenient to elect the same persons to both sets of functions, and thus to have only one board. But the law is changed in that it does not constitute the common school board of a district the high school board, as before.

The second position taken needs no comment. Such high school district, in case it ceases for a time to maintain its high school, or its high school organization, does not forfeit the privilege of restoring it. But in the mean time, the district, as a common school district, is obliged to maintain a common school.

As to the third proposition, it has no force if the first one falls to the ground. Not only so, but the obvious intent of the section referred to, 496, is to limit the bestowment of aid to free high schools to those cases where they are maintained in a building not used for other school purposes. "*Any* high school district which shall have established and maintained a free high school, in a building *not used for other school purposes*, for not less than three months in each year, shall be entitled to receive," etc. Now this provision may be one of such a nature as will preclude nearly all the high schools in the state from receiving aid, after the revision of the statute takes effect; but the remedy is found in further legislation; and in the mean time the provision applies to a high school district that contains within its limits an incorporated village, just the same it applies to one that contains a city, or is identical with the territorial limits of a city, or town, or union of towns. The building must not be used for other school purposes, though it may be used for mercantile or manufacturing purposes, for lectures, meetings, or what not, so far as the law provides.

A New School Desk.—We call attention to a new desk just brought out by A. H. Andrews & Co., of Chicago. It is well known that, at the present time, an increasing number of children are found on examination to have more or less impaired vision; in Berlin, Prussia, it was 53 per cent.; in the city of New York, 42 per cent. It is believed, and on good grounds we think, that bending over the school desk, while studying, tends to induce *myopia*, or short-sightedness, and to increase and confirm the defect, if it already exists. The desk above referred to has been designed a view to lessen or prevent the evil. It is so constructed that, when the pupil is studying, half the desk folds back and forms a book-holder, bringing the book at a proper angle before the eye, and at a proper distance from it, while the pupil sits erect, and uses his eyes, it is claimed, without strain, fatigue, or injury. Parents, teachers, and school officers cannot but be much interested in this invention. We most sincerely hope that it may prove one of the things that shall help to preserve the eye-sight of our children. A book holder placed on an ordinary desk operates in the same way. The proper admission and regulation of light in the school room is another important thing to be attended to.

EDUCATIONAL NEWS.

REPORT ON INSTITUTES FOR LAST YEAR.

The following report, except the tabular statements, was presented and adopted at the last annual meeting of the Regents of Normal schools:

The committee on Institutes submit to the board of regents the following report of their operations since the last annual meeting.

They held in July, a year ago, a meeting of the institute conductors, in connec-

tion with the annual session of the Wisconsin Teachers' Association at Green Bay. This meeting occupied only a day and an evening; and while not largely attended, it was a profitable occasion. The chief work consisted in the discussion of the outline of the studies which the committee had prepared for the institutes to be held shortly afterwards. The object of this discussion was two-fold: To familiarize the assistant conductors with the subjects to be taught in the institutes, and to unify the instruction given by all the conductors.

Arrangements were made for holding forty-seven institutes during the three months beginning with August last year. Two of them, in Pierce and Taylor counties, were subsequently abandoned. Besides the regular conductors, Profs. Graham, McGregor, Salisbury, and Thayer, thirty-one assistant conductors were employed, chiefly in August. They were mainly teachers who had acquired already some experience in the institute work.

The spring institutes were held during March and April. They were twenty-one in number, and were wholly under the charge of the regular conductors. In addition to these, two were appointed for Fond du Lac and Juneau counties; but they were suspended, as the time for holding them did not accommodate the teachers of these counties.

For this last series of institutes the outline of studies was prepared by the regular conductors, under the direction of the committee. It embraced the second portion of a course of instruction which has been adopted, to cover three years. A circular containing this outline was published, and furnished to all the members of these institutes.

Reference to the tables given shows that sixty-six institutes were in session last year, all of which have reported. Instruction was given for ninety-five weeks in thirty-seven one-week, and twenty-nine two-week institutes. This makes two institutes more than those held the year before, with four weeks less time. This fact is due to the change of the normal institutes from four weeks' duration to two weeks. Both series of institutes, last year, were attended by 1,357 males, and 3,433 females, the whole number being 4,790. The attendance was 239 over that reported for the previous year.

An examination of the reports of the conductors gives us the fact that, of the whole number attending the institutes, 3,013 had previously received, and 1,767 had not received, instruction in former institutes in the state. It is interesting to note the kinds of the schools in which the members of the institutes have prepared themselves for teaching. Of these, 419 have attended the colleges and universities; 394, the academies; 460, the normal schools; 2,055, the high schools, and 1,183, the common schools only. Of those present at the institutes, 1,767 had never taught in the public schools, but were intending to teach.

The sixty-six institutes were held in forty-eight counties, making eighteen counties which were favored each with two institutes. The committee have endeavored to follow the directions to appoint institutes in those counties most needing them — those calling for this kind of work, and the more remote from the normal schools. Still, twelve counties did not enjoy, last year, the benefit of institute instruction. In six of these, Ashland, Bayfield, Burnett, Douglass, Lincoln, and Taylor, no labor under the supervision of the committee has ever been performed. This is owing to the few schools organized in these sparsely settled sections. One of these counties, Taylor, asked for aid. Of the remaining counties, Dunn and Jefferson had institutes in the spring of 1877; the other four, Fond du Lac, Milwaukee (1st Dist.), Shawano, and Winnebago, held their last institutes in the spring and fall of 1876.

The committee have labored to become thoroughly acquainted with the interests under their charge. They have had frequent interviews with the conductors, both regular and assistant; they have visited a majority of the institutes, and carefully inspected the work done in them; and they have consulted with the county superintendents and other educators of the state, in reference to the needs of the teachers, and the influence which the institutes are exerting over them and the public schools.

The expenditures for the institutes, the past year, are classified as follows:

Salaries and expenses of the regular conductors..... ...	$3,423 71
Salaries and expenses of the assistant conductors.....	2,436 21

Incidental expenses of the county superintendents, allowed.	38 95
Services and expenses of the institute committee	279 10
Expenses for lectures	114 60
Printing and blank books	260 20
Total	$6,552 77
Amount of state appropriation	$2,000 00
Amount appropriated by the board of normal regents	5,000 00
Total	$7,000 00

Respectfully submitted,

W. C. WHITFORD,
W. H. CHANDLER,
WM. E. SMITH,
Institute Committee.

THE EXHIBITORY DEPARTMENT.

The following article on this subject was prepared for the *Daily Herald*, at Geneva Lake, with the request that it should also appear in the JOURNAL OF EDUCATION. We take pleasure in giving space for it.—EDS.

The exhibitory department of the Teachers' Association, held in the basement of the opera house, is, perhaps, the most interesting feature of the meeting now being held here, and every one, not only teachers, but others, will be well repaid for the trouble of examination.

The schools having a representation here of actual work done by pupils, ranging from the lowest to the highest grades, are the normal school of Oshkosh, Milwaukee public schools, especially the 12th ward, including Kindergarten work, public schools of La Crosse, Janesville, Beloit, and Necedah. The county superintendents work is also shown. The basement is filled with this sort of exhibits, and it shows that in these schools the teaching has either been very excellent, or that there has been a great improvement since the time when we wrestled with pot-hooks.

In the exhibits of the schools, the matters shown by each have a great similarity, and one goes far to show what is done by the others. The Milwaukee 12th district school is the first as one enters the door, and an idea of its exhibits serves to give a general idea of all, excepting as it is connected with the Kindergarten system, which is taught in this school. We find here the examination papers of the end of the last school year, neatly bound and indexed. Every department of the school is shown by the work of its pupils. A few books containing the specimens of the scholars, from seven to sixteen years old, is of great interest to most of the visitors, for it shows what a careful mechanical training of the child, when taken very young, will do. Specimens of the work of children, seven and eight years old, are really remarkable for their neatness; their writing excels a great part of the letters that we get from various parts of the country, while one specimen by a girl of twelve years — Nellie Griffiths — was almost faultless. Of course all this work was mechanical, but in the other branches where study is required, it was surprising to see how well the little chaps have done. The original compositions of a few little tods, only seven years old, were very unique, and we would like to reproduce them had we the space to spare, which we haven't.

The drawing department of the Milwaukee schools is under a separate system from the rest of the schools. Prof. Chas. Zimmermann, an enthusiast in that line, has charge of this important position. He holds drawing institutes every Saturday afternoon, at which the teachers are obliged to attend. They then teach the children what they have learned. The whole of the 11,000 school children of Milwaukee have to learn to draw as soon as they enter the schools. The pencil and slate are given to them on their entrance, and it is the chief method of instruction used. A large number of drawings are shown, most of which are original designs, many are specimens of object drawing and memory drawings.

The public school exhibit, of La Crosse, very ably engineered by Prof. C. W. Roby, shows how the work of teachers may be systematized. Probably no city in the state can show a system where every scholar is so under the control of the superintendent of schools as in La Crosse. The superintendent has his office in the city, where reports are brought to him in regard to every matter pertaining to the pupils. All work done has to pass through his hands for examination, but the labor of making these reports has been so systematized that it really is no labor at all. Some very fine specimens of map-drawing are shown in this collection.

Oshkosh Normal school has a large number of anatomical and physiological charts which were made by pupils who were taking a fourteen weeks course in physiology, and after only twelve weeks instruction in drawing. How they did it is a wonder. The charts are perfect in every respect of detail and color. The work of children in the composition of original music is a special feature of this exhibit. Two young Misses, Flora Harshaw, daughter of Postmaster Harshaw, and Nia Sawyer, grand-daughter of the redoubtable Hon. Philetus Sawyer, have each a piece of music which exhibits high musical powers. These girls are only 13 years of age. The most interesting exhibit, however, is the Kindergarten work, under the supervision of Prof. Richardson of Milwaukee. The Kindergarten system is not to teach the child to learn things by memorizing definitions given in books, for he has no books. He makes his own books, and learns objects and numbers before he can read.

The work of the first school year is somewhat as follows:

CLASS A.—Work of the first six months, copied by the teachers, designed to show the kind of work done by children before they can write or draw.

CLASS B.—Pupils' work after they have learned to write and draw, designed to show the skill of hand and eye as developed by the first year of school.

Schedule—Class A include, as far as possible, copies of the following:

1. (a), Forms of Beauty; (b), Forms of Knowledge, laid by pupils with block, tablets and sticks.
2. Colored designs, mounted.
3. Diagrams showing how number, direction, etc., are taught with the above named material.

Class B differs from the above in that all work is to be performed by the pupils themselves. It is also more comprehensive, and includes:

1. Forms drawn from using blocks, tablets and sticks as patterns.
2. Original forms designed and mounted by pupils.
3. Colored designs formed from folding, cutting and mounting colored paper.
4. Free hand drawing, both copy and design.
5. Language, written spelling of words learned in connection with talks and plays.
6. Examples showing a knowledge of various numbers less than ten.

The difference between the system as here shown, and the European system, is very great as regards actual results, the principle being the same. The cost of the old Kindergarten work was one objection to it, it being from twelve to fourteen dollars for each pupil, while this system costs only thirty-five cents for the

apparatus absolutely necessary, and only one dollar for the fullest assortment. This item of cheapness will tend to make Kindergarten work popular, as it should, for it seems to us that no branch of education is, or rather can be, of so much importance as this same approved system of teaching the young.

SUMMER AND FALL INSTITUTES.

County.	Place.	Time.	W'ks	Conductor.
Calumet	Chilton	Aug. 5	2	R. Graham.
Manitowoc	Manitowoc	Aug. 19	2	R. Graham & W. A. Walker.
Sheboygan	Plymouth	Sept. 2	2	R. Graham & B. R. Grogan.
Door	Sturgeon Bay	Sept. 16	1	R. Graham.
Shawano	Shawano	Sept. 23	1	R. Graham.
Oconto	Oconto	Sept. 30	1	R. Graham.
Waushara	Plainfield	Oct. 7	2	R. Graham.
Fond du Lac	Fond du Lac	Oct. 21	1	R. Graham.
Brown	West Depere	Aug. 12	2	H. Barns & A. A. Miller.
Winnebago	Neenah	Aug. 19	2	A. O. Wright & F. A. Morgan
Marathon	Wausau	Sept. 2	1	Hosea Barns.
Kewaunee	Kewaunee	Sept. 16	1	W. A. Walker.
Grant	Lancaster	Aug. 5	2	D. McGregor & A. R. Sprague
Iowa	Mineral Point	Aug. 19	2	D. McGregor & A. R. Sprague
Eau Claire	Eau Claire	Sept. 2	2	D. McGregor.
Marquette	Montello	Sept. 16	2	D. McGregor.
Adams	Friendship	Sept. 30	2	D. McGregor.
Dane, 2d dist.	Middleton	Oct. 14	1	D. McGregor.
Sauk	Reedsburg	Aug. 5	2	N. C. Twining & J. T. Lunn.
Juneau	New Lisbon	Aug. 5	1	B.M.Reynolds & T.F. Frawley
Richland	Richland Center.	Aug. 12	2	B. M. Reynolds & C. H. Nye.
La Fayette	Darlington	Aug. 19	2	Geo. Beck & T. C. Richmond.
Vernon	Viroqua	Sept. 2	2	A. J. Hutton & O. B. Wyman.
Jefferson	Fort Atkinson	Aug. 5	2	A. Salisbury & J. Q. Emery.
Rock, 2d dist.	Milton	Aug. 19	2	A. Salisbury & H. D. Maxson.
Kenosha	Wilmot	Sept. 2	2	A. Salisbury.
Racine	Rochester	Sept. 16	2	A. Salisbury.
Green Lake	Kingston	Sept. 30	2	A. Salisbury.
Ozaukee	Port Washington.	Aug. 19	2	I. N. Stewart & D. H. Flett.
Milwaukee, 2d	Wauwatosa	Aug. 26	2	A. A. Miller & D. H. Flett.
Walworth	Elkhorn	Aug. 19	2	J. Q. Emery & J. M. Rait.
Buffalo	Alma	Aug. 5	2	J. B. Thayer & F. D. Ensign.
Trempealeau	Galesville	Aug. 19	2	J.B. Thayer & J. H.Cummings.
Wood	Centralia	Sept. 2	2	J. B. Thayer.
La Crosse	Onalaska	Sept. 16	1	J. B. Thayer.
Chippewa	Chippewa Falls	Sept. 23	1	J. B. Thayer.
Clark	Neillsville	Sept. 30	2	J. B. Thayer.
Barron	Shetek	Oct. 14	1	J. B. Thayer.
Taylor	Medford	Oct. 21	1	J. B. Thayer.
Dunn	Menomonie	Aug. 5	2	A. Earthman.
Polk	Farmington Centr	Aug. 19	2	A. Earthman.
Jackson	Black Rives Falls.	Aug. 19	2	A. J. Hutton & T. F. Frawley.
St. Croix	New Richmond	Aug. 19	2	L. D. Harvey.

WM. C. WHITFORD,
W. H. CHANDLER,
WM. E. SMITH,
Institute Committee.

Madison, Wis., July 2, 1878.

NEW PUBLICATIONS.

REPORT OF THE COMMISSIONER OF EDUCATION. For the year 1876. Washington: Government Printing Office, 1878.

This volume contains in all 1,154 compact pages. Some 200 are devoted to the report proper; about 500 to abstracts from other reports, etc., and the remaining 450 to statistical tables. The interval of nearly two years between the date of the report itself and the publication of the entire volume, is due, we suppose, in part, to the delay incident to obtaining materials for the abstracts and tables and to the work of compiling; and in part to the slowness of operations in the printing office. In connection with the reports for 1874 and 1875, a vast storehouse of information, together with means for comparison and for the measure of progress, is afforded by this publication, up to the close of 1876. We note improvements in the methods, fullness, and accuracy of the matters presented. One drawback is the variety of laws and usages in the different states, and varying practices in institutions of a similar character, rendering it difficult, if not impossible, to present as many things in as clear tabular form as would be desirable. If the general government has to do at all with education, it might as well do something to aid in simplifying and unifying educational reports, though it may be impracticable to change materially the educational customs of the different states.

THE YEAR BOOK OF EDUCATION. By Henry Kiddle, and Alex. J. Schem. New York: E. Steiger. London: Sampson & Low. 420 pp., large 8vo.

The editors of this work will at once be recognized as the editors of the Cyclopædia of Education, to which the Year Book is in fact a supplement; a supplement that needs to be continued from year to year, that the means of knowledge may keep pace with educational progress and improvement. That the work is fresh, and that the editors present matters of present and pressing interest, will be seen in the fact that among the topics brought forward prominently, are the co-education of the sexes, compulsory school attendance, denominational schools, school savings banks, the metric system, pedagogic museums, and social economy. Although entitled the Year Book for 1878, it must not be supposed that all, by any means, of the statistical facts presented come down so late as to embrace returns for the present year, but the latest information attainable is given. It is proper to note that about 100 pages are occupied with a catalogue of educational works, and with book lists and price lists of various educational publishers; but this makes the work much more convenient and useful.

DOMESTIC MONTHLY. In the August number, besides the usual timely and judicious comments on the fashions, there is also an instructive article on dressmaking, in which ladies will find many valuable hints and suggestions regarding the construction of all kinds of garments. For fullness, freshness, and reliableness of its fashion reports, this magazine is excellent, and its information can be turned to practical account. The literary contents are, as usual, of a high order, and embrace a very interesting paper on Art, by Caroline A. Merighi. The *Domestic Monthly* is published by Blake & Company, 849 Broadway, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies, 15 cents.

NOTES.

PRESIDENT BASCOM, of the State University, is spending his vacation in Colorado.

The State University opens its fall term Sept. 4th, and continues it fifteen weeks.

H. D. KINNEY, of Whitewater, has been engaged as the principal of the high school at Wonewoc.

PROF. B. M. REYNOLDS goes to Northfield, Minn., to take the charge of the public schools of that city.

JOHN H. BOYLE, of Cold Springs, has been hired as the principal of the high school at Reedsburg, Sauk Co.

MR. L. D. ROBERTS, who taught, last year, at Shawano, goes to Stoughton next year at the head of the public school.

The fall term of Elroy seminary begins Aug. 29th, and continues thirteen weeks. The old teachers are retained.

THE attendance at the high school in Montello, Marquette county, was 95 per cent. during the winter and spring terms.

TWELVE pupils graduated, June 28th, in the high school at Berlin. This is a good record for the principal, Prof. I. N. Stewart.

PROF. GEO. R. KLEEBERGER, lately of the Whitewater Normal School, has gone to California to teach in a public school at Salinas.

H. W. DEMING, a graduate of the State University, has been engaged as the principal of the high school at Neillsville, Clark county.

C. M. GATES, of Clinton Junction, has secured the charge of the Waupaca high school for the next year. He has already taught with excellent success.

HENRY J. CURTIS, who has been teaching the past two years the graded school at Milton Junction, takes the principalship of the school at Juneau, Dodge Co.

MRS. ADA RAY COOKE, a graduate of both the Whitewater Normal School and Milton college, takes charge of the public school at Edgerton, Rock Co., next year.

GEO. F. FOSTER, a graduate of Beloit college, opens the high school at New Lisbon, as the principal, Sept. 16th. He has already won an excellent reputation as a teacher.

WE learn that Prof. C. F. Viebahn is making a most thorough study of pedagogics. He is using all the German works on the subject which he can obtain.

THE fall term of Milton college opens Sept. 4th, and continues thirteen weeks. The faculty — nine in number — is the ablest the institution has ever employed.

THE graduating exercises of eighteen members of the Beloit high school were held, June 28th. The class motto was, "The end not yet." This school takes a front rank in the state.

LAST year institutes were held in New Jersey in all the counties but one; and the attendance upon them ranged from 95 to 98 per cent. of all the teachers engaged in the public schools.

T. C. RICHMOND, superintendent of Green county, opens, August 19th, his usual fall institute for six weeks. He will be assisted by ex-Superintendent Morgan, and Profs. Twining and Rait.

L. L. WRIGHT, superintendent of Waupaca county, writes that he will hold a two weeks' institute at Weyauwega, beginning August 26th. He will depend on home help for the instruction.

THE high school at Lodi graduated, June 21st, eight pupils. The exercises were of a superior character. The school board very sensibly retain Prof. W. E. Todd, as principal another year.

PROF. J. H. TERRY, principal of the high school of Mineral Point, made a full and satisfactory report, at the close of the year, of the condition of the school. It was published in the county papers.

PROF. J. D. BOND and his wife, both of whom have been connected for several years with the public schools of St. Paul, Minn., attended the annual session of the State Teachers' Association, at Geneva Lake.

CHAS. F. ZIMMERMANN, teacher of drawing in the public schools of Milwaukee, will give instruction in this branch for a week at each of the institutes held, in August, at Chilton, Lancaster, Elkhorn, and Neenah.

DR. JAMES W. STRONG, president of Carleton college, Northfield, Minn., formerly of Beloit, goes to Europe to remain until winter, for a much needed rest. He is building up an able and well endowed institution.

PROF. BRIGGS, who has been principal of a ward school in Racine, takes the place of his brother, the coming year, in the high school, north side, at Manitowoc.

M. E. NORRIS, superintendent of Crawford county, expects to hold an institute at Seneca, the second week in September. He depends on such aid as he can procure in his county, and expects a large attendance of the teachers.

AT the recent convention of the American Institute of Instruction, at Fabyan's, in the White Mountains, attention was quite largely given to the papers and discussions upon "School Supervision," and "The Examination of Teachers."

THE educational exhibit of this country at the Paris exposition, is said to be very creditable. The prompt response for materials from the several states, and the energy of Superintendent Philbrick, have secured this result. Only $3,000 were contributed by our government to furnish this exhibition.

THE school house and furniture of District No. 13, in the town of Mineral Point, Iowa county, were totally destroyed by the tornado, May 23d. This district is largely in debt, and has no money by which it can build another house. It has appealed to the state for aid, which, unfortunately, it has not the power to grant, further than loaning money on interest to assist in the erection of a house.

THE town of Muscoda, Grant county, has organized, the past year, a township high school. Prof. Harvey R. Smith, a graduate of Oshkosh Normal School, has had the charge of it. The efficient work which he has performed, is shown by the fifty pupils in attendance, and their high standing at the examinations the close of the year.

DURING the session of the State Teachers' Association, it was found impossible to procure time for the meeting of the principals of the free high schools. Thursday afternoon was set down for this meeting, but the Association was compelled to occupy that time in order to complete its business.

ERASTUS C. BENEDICT, Chancellor of the University of New York, said, in his address of welcome before the convocation of that body, July 18th, as follows: "The good of the state requires that its educational, as well as its military interests shall be protected. It is a mistake to suppose that the state ought to pay only for instruction in reading, writing, and arithmetic. It wants, besides these, that education and cultivation which give the world that assurance of a man with all his faculties sharpened, and powers strengthened and multiplied, *for these are the wealth of the state.*" The higher education of the citizen is not, therefore, private property.

THE salary of the four regular conductors of institutes, Profs. Graham, McGregor, Salisbury, and Thayer, was established at $2,000 each, per annum, at the last meeting of the normal regents.

THE tuition of each pupil, in the intermediate grade of the four normal schools, has been fixed at thirty cents per week.

LAST year, the receipts for tuition, book rents, and book sales, in the normal schools, were as follows:

Platteville,	$3,858 53
Whitewater,	2,316 94
Oshkosh,	5,449 22
River Falls,	3,462 77
Total,	$15,387 46

THE two terms in Latin, which have been required of the students in the elementary course in the normal schools who enter the higher course, have been eliminated.

PROF. HENRY FREEMAN, superintendent of the public schools of Rockford, Ill., for the past nineteen years, and Prof. B. F. Stanley, principal of the public school at Richmond, Ill., were in attendance at the late meeting of the Teachers' Association; and were made honorary members of that body.

THE Herald, a weekly paper published at Geneva Lake, was issued daily during the session of the Teachers' Association. It contained full accounts of the operations of the Institute Conductors' meeting, and of the proceedings, papers, and discussions of the Association. Mr. J. E. Heg, the editor, laid the teachers present under obligations for his enterprise in this matter, and for the many other favors which he showed them.

SUPT. BURTON, of Janesville, sends us a neatly printed sheet of selections designed to supplement the reading lessons in the schools, and compiled by Miss De Ette Howard, one of his teachers. The idea is an excellent one, and the compilation well made. We have transferred some of the selections as "short articles," to this number.

PUBLIC schools of La Crosse had, the past year, an enrollment of nearly 2,200 pupils. Percentage of monthly attendance in all the schools, for the year, was 96.22. Under punctuality, there were only 236 cases of tardiness — being 115 less than the previous year. Already, 46 pupils have been promoted to the high school from the grammar grades. During the year, 112 different students have attended the high school, which will open in September, with at least 120, in the commodious and splendid new building now nearly finished.

PROF. FRANK L. GREEN, of Alfred Center, N. Y., a graduate of Amherst college, Mass., has been engaged to assist Prof. Albert Markham in his academy, at Milwaukee. Prof. Green has taught successfully in similar positions in Brooklyn, N. Y., and in Pottstown, Penn. Prof. Markham has lately issued a very neat catalogue of his institution for the past year. He had seventy students in attendance —twenty-one in the preparatory, and forty-nine in the academic department. An elegant school building—a model of its kind—was erected by him last year, and first occupied last spring term. It has a central and eligible location in the city. The fall term opens September 2d.

M. T. PARK has been transferred from the directorship of the model classes in the Oshkosh Normal School, to a position in the normal department of the same school. Prof. L. W. Briggs. of Manitowoc, takes his place.

THE "Iron Bound" books advertised by Messrs. A. S. Barnes & Co., are a new thing under the sun. If the invention is all that is claimed, its economical bearings are of great importance. Read the advertisement.

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THE success of the Teachers' Association at Geneva Lake was due largely to the industry and skill which the local committee of arrangements, Dr. G. E. Catlin, C. E. Buell, Esq., and Prof. W. J. Warner, exhibited in procuring boarding accommodations for the members, conveyances from a railroad station to the village, convenient rooms for the sessions of that body, and steamboats for the excursion.

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COURSE OF STUDY FOR MIXED SCHOOLS.

[Report Read before the State Teachers' Association, at Geneva, July, 18 for the Committee, by W. C. WHITFORD.]

Your committee appointed at the last semi-annual session to draft a Course of Study for our Mixed Schools, and present it before this body, beg leave to report as follows:

The salient points of this subject are not new to the prominent teachers of the state. For eight years their attention has been called, by reports and discussions before this association, to the advantages of such a course of study. In a few sections of the state, the experiment of devising a full curriculum for the district schools of the country, and of introducing it into some of these schools taught by intelligent teachers, has been partially tried by former county superintendents. The results of these investigations and movements warrant your committee in recommending the speedy establishment, throughout the state, of the course which they herewith present.

Thus far, three facts have largely influenced the opinions of those who have examined the subject:

First. The education which the average citizen of this country needs, should be specifically defined, and the state should provide ample means for his obtaining it.

Second. The training imparted by our country schools, in which at least three-fourths of our citizens are taught, is undeniably defective.

Third. The superior work performed by both pupils and teachers in the graded schools of our villages and cities, and due chiefly to the influence which their complete course of study has exerted upon them,

shows by marked contrast the imperative needs of our elementary or ungraded schools in the matters of better classification and more thorough instruction.

The obstacles in the way of entire success in the adoption of this course of study, are apparent to your committee; but in their opinion they can be overcome by well-directed and patient endeavor. We enumerate the principal ones, that you may consider the magnitude of the work before us: (1). The irregular attendance and absenteeism of the pupils; (2). The frequent changing of teachers; (3). The short terms of many schools; (4). The lack of uniformity of text-books; (5). The unbalanced education of the older pupils; (6). The absence of any reliable record of the work done by former teachers; (7). The unfitness of many district boards to put into operation such radical changes as this scheme demands; (8). The indifference of parents to the highest success of the public schools, and to the careful education of their children in even the common branches of study; (9). And the unwillingness or inability of many teachers to understand the necessity of introducing such a course of study, and to exert themselves properly in establishing it in their schools.

As formidable as are these obstacles, we need not be discouraged in this attempt. Most of them have been met and surmounted, the past twenty-five years, in our graded school work. They can be efficiently and speedily overcome, it is claimed, by the introduction of this or a similar course of study. Wherever this plan has been adopted, it has tended, in the country districts, to imprrove the attendance of the pupils, making it larger and more regular. In providing a system of instruction, it will check the constant changes of teachers, and will lengthen the terms in many schools, making them in all our elementary schools more uniform in this respect. In some places, it has aided already in correcting the evils arising from too great a diversity of school-books. It will remove the irregular and unbalanced culture, limited though it may be, in many pupils from sixteen to twenty years of age. A former county superintendent says: "Arithmetic and spelling seem to fill the school horizon to many teachers and school boards." This scheme requires that the pupil's mind shall be symmetrically developed, and that he shall be adequately fitted for practical life, by the careful study of all the common branches. It will tend to prevent, also, the promotion of pupils to higher grades, when not entitled to such promotion by their attainments in scholarship. It will supply a healthful incentive to the pupils to complete their common

school studies. Too often the case occurs that they are required to study the same parts of the same subjects year after year, until all ambition is dead, and no effort is made to advance in knowledge. A definite course of study will help the pupils to do more work in a given time, as it divides their work into successive steps, and thus showing them how much they must accomplish, and how fast they are progressing. It will decide for each incoming teacher, by the records which are kept, what branches each pupil is prepared to take up at the opening of the term; and it will guide all teachers in arranging the studies for all the pupils in their schools. It will assist each county superintendent in ascertaining the precise work which is being done in each school, and it will enable him to measure more closely and to direct more judiciously the entire work in the county. It will educate the people of the school districts, both parents and school boards, so that they will demand that the instruction given the children shall be more systemmatic and complete. It will induce economy in the school work, as it will reduce the number of classes usually taught in our country schools, by establishing a thorough classification.

As preliminary to the specific discussion of this course of study, let us, in the next place, consider the point that *the function of the school is to supplement the education of the family.* Equally with the family, it aims to preserve bodily health; foster morality, as opportunities admit; train the pupils to certain virtues which spring out of and find application in the social aspect of the school, and which are absent from the family; to educate the mind in the acquisition of the elementary branches which are required in all conditions of life, in the love of knowledge in general, in the manner of acquiring it, and to the habits of steady and persistent application.

It is axiomatic that the proper intellectual culture of the child supposes the preservation of the child's health, physically and morally. This implies the inquiry concerning food, sleep, physical labor, recreation, air in the school-room and in the sleeping apartments, heat in the school-room, clothing as a protection against the weather and against disease, light in the school-room and from lamps at home, and the habits of punctuality, kindness, truthfulness, temperateness, and care of property.

COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

The branches studied in the Elementary Schools should be as follows:

1. Reading in the school-room and outside.

2. Writing, including spelling in all branches, and so much of grammar as will insue correct expression of thought.

3. Geography, indicating the possibilities of the United States in reference to commercial relations with the world.

4. Arithmetic, including business form, and ability to keep accounts.

5. History and constitution of the United States.

6. Ability to express form so as to render thought intelligible.

7. Discernment and discrimination of sound, cultivating the ear and giving power to expression.

8. Miscellaneous subjects, including Biography, Physics, Zoology, Physiology, and Botany — the exercises in which shall not exceed a half hour each day.

In order to secure the attainment of this essential knowledge, some specific means are necessary:

First. The proper orderly presentation of the matter to the mind of the learner,

1. Objective and concrete methods.

2. Subjective, giving definition and showing its application by example.

Second. Systematic and harmonious development not only of the study, but also of the amount suited to the capacity of the learner.

The child's school life can be ranged under three forms, a form being a limit of attainment, rather than time spent in acquisition of knowledge.

First Form. This includes ordinarily beginners from six to nine years of age, and is confined to the following studies:

1. Number —

(1) Intelligent counting up to 100, and the reading and writing of such numbers.

(2) A knowledge of the elementary combinations of the numbers represented by the single digits.

(3) A knowledge of the signification of such simple fractions as are represented by a single digit in each term.

(4) An intelligent, practical knowledge of the table of denominate numbers in familiar use.

2. Reading —

(1) Train the eye to distinguish and retain the words.

(2) Teach the pupil to gather the sounds of the letters.

(3) So deal with the words that ideas shall be brought up in the mind.

(4) Allow some facts suggested to the pupil's mind to be mentioned.

(5) Obtain a mental picture of the object.

(6) By the manner and spirit of the teacher, as well as by the mental exercise, make the lesson pleasurable.

Thus the eye, the ear, and the organs of speech are exercised, and we have perception, conception, memory, judgment, imagination, and pleasurable emotion, when another method would have produced nothing but pain.

3. Writing —

(1) Make letters, small and capital, with pencil, and on the blackboard.

(2) From copy, make straight line figures.

4. Geography, oral, on common things which pupils have seen; also, on distances and directions.

(1) Land — hill, wood, and prairie. (2) Water — brook, pond, and lake. (3) Soils — gravel, loam, sandy, and clay. Rocks — slate, lime, sand, and granite. (5) Trees — kind of wood. (6) Plants — wild and tame. (7) Animals — wild and tame. (8) Birds — Wild and tame. (9) Color of men. (10) Occupations — the tools and products. (11) Houses.

Second — MIDDLE FORM. Including the ages from ten to twelve years.

1. Number — Processes. What has to be done, and how — should be clear; (1) by correct illustration, and (2) mental practice, so as to secure intelligence, accuracy, and rapidity; then educe the rule. Pupils should not be required to set forth every step in all their working, except when the aim is to show the reason of the rule. Work in Decimal and Common Fractions and Compound Numbers.

2. Reading — 3d, and half of 4th Readers.

Object: (1) Mastery of words. Blackboard to be used in cases of difficulty.

(2) Lay the foundation of distinct and significant reading.

(3) To form the habit of observing the correct spelling of words.

Lesson in reading: (1) Giving heed to attention, accurate pronunciation, distinct enunciation, especially of the consonant elements, making the syllable, as a rule, the unit. Diacritical marks of the letters may be learned from some dictionary.

(2) Subsequently the same piece may be taken up for analysis of

thought, and intelligent expression; meaning of important words, allowing pupils to place them in sentences other than those in the book. One or two pupils read the whole lesson.

(3) Once a week an exercise in writing, on some points suggested by the lesson, with list of words with like endings, and words of like meaning; or write lesson from dictation.

3. Writing books, Nos. 1, 2, 3, 4, of any system.

Paying attention to neatness of book, and form of letters; management of hand and pen; and movement and posture of pupil.

Drawing — inventive — by straight lines.

4. Geography. Pupils to learn of that which they have not seen, with outline maps, teacher encouraging facts suggesting themselves to pupils to be mentioned, so that a mental picture of locality may be formed.

Maps may be used in the following order:

1. World. 2. North America. 3. Europe. 4. South America. 5. Asia. 6. Africa. 7. United States. 8. State. 9. County. 10. Town.

Third, UPPER FORM. Including the ages from thirteen to sixteen years.

1. *Number* — Object. Practical skill, clear insight into proccesses, readiness to deal with practical problems, and an exercise in exact thinking.

Work. Arithmetic completed, with review of reasons for operations, paying special attention to the latter.

2. *Reading* — Half of 4th and higher readers. Object: To read with profit as regards rate, emphasis, inflection, emotion, and gesture — the teacher giving example, should the pupil fail. Criticism to be directed not merely to mechanical faults, but to success in rendering the sense. The difficulty most frequent is with selections containing composition or words which are unfamiliar. This will be least felt when the matter is interesting; much may be done for this work by short biographical sketches, or historical statements by the teacher.

3. *Writing* — Correspondence and business forms. Keeping accounts by single entry.

4. *Grammar* — With book. Analysis of sentences. Etymology and syntax, with copious exercises in faulty construction, giving the correct, with reasons.

5. *Geography.*— By topic, on the State, United States, and Europe; and giving special attention to —

(1) Physical Features. (2) Products. (3) Means of communication. (4) Commercial centers.

6. *History.*— United States. By topics. (1) Colonial period. (2) Confederation period. (3) Constitutional Union. Civil government of the United States and Wisconsin, to follow the Colonial History.

7. *Drawing.*— Curves and Perspective.

8. *Music.*— Rythm, Melody, and Force. Reading notes, and singing in all keys.

The above course of study implies examinations at three points, viz.:

(1) From Lower Form to Middle. (2) For entrance to Upper Form. (3) At close of the course. The first two examinations may be given by the teacher, under the advice of the county superintendent. The third examination shall be given by such superintendent and the school boards at a public place in the town, where shall be assembled all the pupils in such town who may desire the examination. The examination shall be conducted by said superintendent by questions, written or oral; and the pupils shall receive a certificate. Thus a point would be gained in favor of a better elementary education, with strong probabilities for future higher culture.

SUPERVISION.

Not the least important part of the plan proposed, and one vitally essential to the success and usefulness of the whole, is that of supervision. This will naturally divide itself into two features.

1. That which relates to the teacher.

2. That which relates to the pupil.

The former will, of course, devolve largely upon county superintendents, and will involve careful and repeated explanations of the ends to be reached, and the means by which they are to be attained; a constant vigilance in overlooking the classifications adopted, and a guarding against such inflexible regulations as would defeat the end in view and arouse prejudice and opposition.

The more co-operation in this supervision by local school officers and intelligent and interested citizens which is secured, the greater will be the ease and efficiency attending the introduction and maintenance of the course of study.

The supervision which relates to the pupil, must be a joint supervision of teacher, superintendent, and local assistant. It involves original classification, promotion from form to form, in whole or in part, and the final examination for a certificate of completion of the ungraded school curriculum. In the degree in which this is wise,

constant, and honest, will it impress the pupil, the patron, and the public that the course of study is a means of largely augmenting the efficiency of the school, and of eliminating those elements of weakness and positive injury of which so much complaint is now made in connection with our schools. For the final examinations, local assistants will no doubt be found necessary and useful, in creating and maintaining public attention and public interest, not only in this particular feature, but in all the work of the school.

RECORDS.

Closely allied to the work of supervision, in direct and indirect indirect influence for good, is the matter of records. If the matter of a course of study is ever successfully introduced into general use in the ungraded schools, it will be found that those schools where the most full, accurate and systematic records are kept, are the ones where the least difficulty has been found in maintaining the system.

These records *must* include:

1. Name, Age, and status or standing of every scholar, at beginning of term.

2. Advancement made by each pupil, during term, determined by examinations at close of term.

3. Classification of school, fully showing the condition in which such classification is left by teacher.

4. Such records with regard to attendance, punctuality, scholarship, deportment, etc., as may be required by superintendents, state and county, and such as experience may determine of value for guidance and help in organization and management.

Respectfully submitted,

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STANDARDS OF ADMISSION TO COLLEGE.

[[A Paper Read before the State Teacher's Association, at Geneva, July 18, by ALEX. KERR.]

Prof. Huxley, Goldwin Smith, and other distinguished Englishmen, characterize speeches on education as bores. Such generalizations cannot frighten us out of having our say upon the subject, especially when we know what we are talking about.

For the last ten years, we, as an association, have been laboring to

secure unity in our educational system. At the session in Milwaukee, in 1868, there was a man running about with a resolution, striving with great vigor to connect the university and our public schools. At Oshkosh, in 1869, the president's address, with this end in view, recommended the reconstruction of our educational programme.

It is well for us to hope and labor for the realization of the enthusiast's dream. There shall be a "hierarchy of schools;" pupils shall pass by natural and easy stages from the primary to the grammar, from the grammar to the high school, from the graduating class of the high school to the freshmen classes of the colleges and universities. The courses of instruction shall be so arranged as to secure unity in the lower grades and allow diversity in the higher, for the benefit of those whose school training must end before they reach the university classes. The university courses shall make room for men and women of diverse gifts and tastes. Students in every department shall be encouraged to seek knowledge for its own sake. "The groveling dissector of monkeys and black beetles" shall follow his handicraft with none to snub him; the enthusiast in linguistics shall pursue his investigations with the approbation and good will of the man of the scalpel. Science and literature shall learn that antagonism between themselves is unnatural, since they are, by nature, friends, and must unite to promote intelligence and happiness.

Many men are busy with tongue and pen in the attempt to make this briefly outlined dream of the educationist a reality.

We have on paper an admirable system of education. Let us hope that the near future will see it in actual operation. When this ideal system shall be in working order, our topic, "Standards of Admission to College," will be relieved of its perplexities and difficulties. If Wisconsin furnished even her quota of the 102 "preparatory schools" named in Gen. Eaton's report, our discussion would be comparatively simple and easy. As things now are, the state has no educational system worthy of the name. She has shown a commendable wisdom and liberality in caring for the deaf and dumb, the blind, the erring, and the insane; but her people, in providing for the intellectual necessities of their sane and sound children, have played the part of Barbarians and Philistines; they have re-enacted the old farce of saying much and doing little. Who can say how many of the young men and women of the state who have this year attained the age of twenty-one, have missed the chances of making the most of themselves, owing to excessive parsimony in operating public schools.

The increase of numbers in the upper classes of our colleges does not correspond to the increase in our population. What wonder that the colleges barely hold their ground, when in the mixed and even graded schools of Wisconsin, thousands of children are giving the whole of that priceless period between the ages of seven and eighteen years, to rehearsing the "beggarly elements" of a so-called English education. The waste of time, the misdirected energy, the marching and counter-marching along lines which lead no whither, the quenching of enthusiasm, the smothering of intelligence, the crushing out of generous ambitions, which are all a part of our vaunted school system, are things not pleasant to contemplate. These are not the conditions which accompany intellectual salvation, but it would be folly to overlook them. They are the natural results of unwise retrenchment in an enterprise in which wise liberality is oar only means of safety. The courage of the best teachers fails them, their hands are paralyzed in the unequal struggle against prejudice and ignorance. Strong men, who, under favorable conditions would make teaching a life business, are constantly leaving a profession which offers so few rewards and emoluments. To use plain language, nobody likes the prospect of teaching the youths of his generation in the guise of a tramp, of living for a few years as a fugitive and a vagabond in the earth and of being at last turned out like an old horse to die, when the oxygen is pumped out of him, when his blood is thin and he seeks a staff to support his uneasy steps.

When the teacher can look forward to a life of honorable and remunerative toil, and to an old age made independent and peaceful by a well earned competence, the profession will be able to command and keep the best talent. The way to encourage higher education is to control the public schools by the best brain-power which the country affords. Mediocrity and dullness presiding at the teacher's desk are effective agents in defeating the most important ends of education. One of these ends is the encouragement of talent and genius. Let me explain my meaning by citing a sentence or two from Huxley:—

"The most important object of all educational schemes is to catch the exceptional people and turn them to account for the good of society. No man can say where they will crop up; like their opposites, the fools and knaves, they appear sometimes in the palace, and sometimes in the hovel; but the great thing to be aimed at, I was almost going to say the most important end of all social arrangements, is to keep these glorious sports of nature from being either corrupted by

luxury or starved by poverty, and to put them into the position in which they can do the work for which they are specially fitted. To the lad of genius, the one in a million, I would make accessible the highest and most complete training the country could afford. Whatever that might cost, depend upon it the investment would be a good one. I weigh my words when I say, that if the nation could purchase a potential Watt, or Davy, or Faarday, at the cost of a hundred thousand pounds down, he would be dirt cheap at the money."

Were the great scientist always as sure of his ground as he was in this well considered statement, his conclusions would be less frequently questioned. There will never be a lack of people who from their original bent, and from their inability or unwillingness to exert themselves must be content to do the world's drudgery. While our educational programme should be arranged with reference to these people who will always be in the majority, it should also give scope and opportunity to those who are capable of higher work and eager to engage in it. Exactly here is the most unpardonable defect in the school system of Wisconsin. The state makes next to no provision for spanning the gulf between the mixed and graded schools and the colleges. In consequence, the university has, as a necessity, its sub-freshman class, and each of the colleges maintains, as a condition of existence, its preparatory school. The maintenance of these appendages to higher institutions tends to weaken both the colleges themselves and the few high schools whose graduates pass directly into the college classes. There is probably not a college in the state which would not gladly delegate to the public schools and academies all preparatory instruction. The attendance of preparatory and college students at the same institution is undesirable, and can only be justified on the plea of necessity. This statement will explain the prominence which we give to the need of supplying the missing link. The presence in the college or university halls of a large body of sub-freshmen or preparatory students, all eager to be ranked as freshmen in the shortest possible time, offers a temptation to lower the standard of admission. It also leads to unfortunate misunderstandings. Many citizens of more than average intelligence do not always discriminate between a sub-freshman and a college student, do not always consult the catalogue before forming an opinion about the university; and, when a candidate for admission to the freshman class is rejected, a thing which very frequently happens, and does not return home, but is admitted into the sub-freshman class, the citizen who knows the candidate and

his deficiences, reasons from insufficient premises that the standard of admission is too low, and that very few are rejected.

From an intimate knowledge of the method of conducting entrance examinations at the University, I will, in this connection, state a few facts. Candidates for admission to the sub-freshman class are examined in reading, spelling, penmanship, arithmetic, civil and descriptive geography, physical geography, history of the United States, English grammar and sentential analysis. Those who elect the course in Ancient Classes are also examined at this stage in elementary algebra and plane geometry.

The sub-freshmen in Ancient Classics have one term in ancient history, eight terms of Greek, and nine terms of Latin.

The sub-freshmen in Modern Classics give nine terms to Latin, three to German, two to elementary Alebra, and one term to each of these studies: plane geometry, ancient history, physiology and botany.

The sub-freshmen of the course in General Science give three terms to German, two to elementary algebra, and one term to each of these four studies: plane geometry, natural philosophy, physiology and botany. The foregoing outline of studies will indicate with sufficient accuracy, the present standard of admission to the freshmen class of the University. The intelligent and impartial advocate of liberal education, will find provided in the first of these three schemes an ample preparation for a thorough classical course. And, I believe I have never heard a Wisconsin teacher or an educated man in any profession seriously advocate adding to the requirements for this course. Few would have any fault to find with the terms of admission to college standing in the Modern Classical course. They are, however, less by one-third of a year's work than those indicated in the first scheme.

But against the Scientific Course in the University, the wrath of adverse criticism is principally directed. The conservative defenders of the traditional college training, declare the requirements in the course of General Science to be palpably and culpably low. These champions of the old college *regime* think there can be no liberal education provided by a scheme which does not include one or more of the ancient classical languages. These languages, they tell us, pervade all literature, art and the sciences, and are more important to the scientist than even French and German. By maintaining a cheap course of study, which does not require either Greek or Latin, the University they say, deserves censure. While it is in a position, by means

of its commanding influence to exert that power from above which might lift the whole educational system of the state to a higher level, it absolutely refuses to do this, but, on the other hand repays the munificence of the state *by leveling down*, thus paralyzing the other colleges of Wisconsin, which are nobly struggling against poverty and sacrificing numbers in the heroic effort to raise the standard of scholarships. The University, it is claimed, has two-thirds of all its students in the Scientific Course, and by offering the inducement of *general education*, obtained with great saving of time, it attracts into this curriculum many who would otherwise pursue longer courses of study in the smaller colleges. It also cheapens the Bachelor's degree by confering an honor for five years' work which other colleges give for the work of six years. The counts of the indictment might be multiplied indefinitely, but the foregoing may serve as a sample.

Now, I am not especially in favor of a scientific course as furnishing the best means for a "general education," but I am in favor of fair play, and on the principle of fair play I am bound to admit that in the last quarter of the 19th century, a scientific course in a State University is not an unnatural phenomenon. And if it shall be the means of sweeping the classics and classical learning, as far as Wisconsin is concerned, into the limbo of forgetfulness, why then, so much the worse for the classics. But I apprehend there is no immediate danger of such a disaster.

A few statistics which I prepared for the State Journal a little before the last catalogue of the University was printed, may serve to relieve our minds on this point. The paragraph reads substantially in this way:

The best evidence of prosperity and progress in an institution of learning is not so much in the actual number of students in attendance as in the distribution of students in the higher courses of study. Tried by this test, the University of Wisconsin may fairly claim to be moving forward. Thus the catalogue for the Academic year, 1874–5, shows the following distribution of freshmen in several courses:

Freshman Class — Ancient Classical Course, 11; Modern, 2; Scientific Course, 69; total, 82.

The record for the Fall Term of 1877 gives the following distribution of the

Freshman Class — Ancient Classical Course, 25; Modern, 29; Scientific Course, 28; total, 82.

These figures effectually dispose of many random assertions about

the comparatively large number of scientific students in the University. Statements which might have had force in regard to this matter in 1874 are pointless in 1878. The question might be raised, why, under the new order of things, do we find even twenty-eight out of eighty-two freshmen in the much-berated scientific course? Is it because the terms of admission to this course are "palpably and culpably low" or because these young people prefer scientific classical studies? A special pleader, eager to make out a case against the University might seize upon the first alleged cause as the true one, whereas, in reality, the second is more likely to be the controling cause.

The Scientific course is shaped in accordance with the views of many modern thinkers who believe scientific training superior to classical. Whether they are right or wrong does not particularly concern us in this discussion; they are beyond question sufficiently numerous and influential to warrant the state in putting their ideas to the test in one of the courses of the University. The folly of granting the Bachelor's degree to the students who complete the scientific course is more imaginary, than real. The degree of Bachelor of Arts is one thing and its meaning and value are widely understood; the degree of Bachelor of Science, given at the completion of a shorter course, is another thing, good in its way, although different from the first.

Owing to the general neglect of the classics, it is the Scientific Course which best succeeds in making direct connection with the graded schools. Should the requirements for admission be to any great extent increased, the connection would be violently severed, and the lifting power from above which the University has for years exerted upon the schools would cease. As already intimated, the number of schools whose graduates even with our present standard of admission, are able to enter the freshman class is small. We think the University has pursued the true policy, which is to increase the requirements as fast as the public schools are prepared to meet them.

In each of the three sections of the freshman class there may naturally be seen inequalities of attainment. It is necessary to take into account the student's ability and industry, as well as real equivalents, which enable him to come into line with his class during the first or second term of his college course, although at the outset he may appear at a disadvantage.

Take for example, two candidates for admission to the freshman class — the one from the drill and culture of the high school who ranks from 95 to 100 in every branch and who can easily take a fourth

or extra branch as allowed by our rules; the other, fresh from the farm and common school, who with difficulty attains a standard of 80 per cent. in some branches and a bare 70 per cent. in others, but who is eager fcr knowledge and willing to work for it if he can only have the opportunity. Here there is evident, very great inequality of scholarship; but need I tell you that I have often seen the latter the winner to the race, before the commencement is reached.

I am informed "that the plan of receiving students without examination is not favorably regarded by many of our educated citizens." This plan is new in Wisconsin, and is, of course, liable to be viewed with disfavor. When the certified examination papers are forwarded by the principal of a Graded School to the the President of the University, they are carefully inspected bv a Commitee of examiners, and whenever the papers are not satisfactory, the candidates are examined when they present themselves for admission. Besides this, all such candidates, whether their papers are satisfactory, or otherwise, have, before they are admitted, a supplementary examination in mathematics.

In regard to the accredited list of schools whose graduates are admitted to the freshman class without examination, our method is identical with the one which prevails in Michigan. A few words from the latest catalogue of the University of Michigan, with a change of names applies to the University of Wisconsin.

"Its relation to the public schools of the state, has now become even closer and more vital than formerly, since under certain conditions the graduates of high schools are received into the University without examination."

"A committee of the Faculty will visit once every year any public high School in Michigan, on request of its school board, and report its condition to the Faculty."

"If the Faculty shall be satisfied from such report that the school is taught by competent instructors, and is furnishing a good preparation for any one or more of our regular courses, then the graduates from *such preparatory course or courses* will be admitted to the freshmen class of the University without examination, and permitted to enter on such under graduate course or courses as the approved preparatory contemplated."

In accordance with such regulations, graduates from the high schools of Madison and Sparta were last year admitted to the freshman class without examination; and the high schools, of Milwaukee

and Beloit, together with Col. McMynn's Academy at Racine, have recently been placed upon the accredited list.

Such are some of the means which the University is employing to establish vital relations with the high schools of the state.

They are, indeed, innovations upon established methods, but are surely not to be condemned on this account. Their object is to quicken intellectual activity, to raise, not lower the standard of admission and to increase the material upon which all the colleges of Wisconsin may directly draw to sustain life.

It will be a bad day for Wisconsin if these colleges go down. To the friends of higher education, it sometimes seems, in their moments of despondency, as the impressive figure of the twentieth century would not be the man "on horseback," but a second Jeremiah; not a prophet this time but a lean and hungry professor, pacing the silent corridors of his foresaken college and pensively humming to himself:

"I seem like one who treads alone,
Some banquet hall deserted.
Whose lamps are fled, whose garlands dead,
And all but me departed."

THE SPELLING REFORM.

[A Paper Read before the State Teachers' Association, at Geneva, July 17th, by S. H. CARPENTER.]

The reformation of the English orthography is no new idea; the need of it has been seen for six centuries. As early as the thirteenth century a British monk, named Orm, developed a theory of orthography which he illustrated in a pious poem, which he called the *Ormulum*, after his own name. He met the fate of almost all pioneers in reform—neglect and failure; but to him will always belong the glory of having been the first to see the need of reducing our orthography to a system, and of having attempted a reform. Since his day, at different times, others have proposed various minor improvements, but no systematic efforts to secure a thorough revision have been put forth until within the past few years. Most scholars are agreed as to the necessity of some action in this direction, but how far such reform shall be carried, and by what means it shall be secured, are still unsettled questions. We believe that a reform is necessary and possible: the united and judicious efforts of scholars will secure it.

It is worthy of note that the oldest languages, like the English and

the French, are the most irregular in their orthography; from which we may draw the inference that the irregularities are due to a gradual corruption. The introduction of printing effected a marked change in the character of written language: from symbols addressed primarily to the ear, it became symbols addressed to the eye; and by fixing what before was unsettled, it rendered all change difficult.

Language is spoken before it is written, and written before it is printed. A word is first a symbol to the ear, and secondly a symbol to the eye. An idea is associated with a sound or a series of sounds, and then these sounds are associated with a series of letters. Whatever may have been the cause of the original association, a word is now merely a conventional sign of an idea. The spoken word symbolizes the idea; the written word symbolizes the spoken word. Symbols are of value in proportion as they are exact. As the spoken word should exactly represent the idea, so should the written word exactly represent the sounds of the spoken word. Language approaches perfection just in proportion as each word denotes one radical idea with its derivative meanings, for to denote each shade of meaning by a distinct word would require too extensive a vocabulary. Written language approaches perfection just in proportion as each letter denotes a radical sound — the range of sounds is sufficiently limited to allow this definiteness. Judged by this standard, the English language is far from perfection in its orthography. One character has several wholly unrelated sounds; and one sound is denoted by several wholly unrelated characters.

This confusion is not due to any inherent defect in the language, but it has grown out of the double origin of our vocabulary. Original English, or Anglo-Saxon, had a well-defined system of symbols, and was as discriminating in the use of them as the German of to-day. Each sound had its letter and each letter its sound. The French language had nearly the same alphabet but the letters did not all denote precisely the same sounds as in English. When, in the days of Edward the Confessor, English fell under French influence, and afterwards, when, under William the Norman, it fell under French domination, the French became the language of the nobility, while the English remained the speech of the common people. Thus the French alphabet and the English alphabet were in use together. For more than two hundred years French and English subsisted side by side in England — the gentry speaking French and the people speaking English. During this period the literary Anglo-Saxon had disappeared (the A.

S. chronicle closes, or rather breaks down, in 1154), and only the folk-speech, the *lingua rustica* remained. When the English regained its position as the national speech, the language of the common people became the literary language, and its inevitable deficiencies were supplemented from the more polished foreign tongue. It is for this reason that we find the language of common life in the Saxon, while ideas above the ordinary range of common, uneducated men, are usually expressed in French or Latin words. So long as the two languages were felt to be distinct, and French words were used as we use French words, with an attempted imitation of the foreign pronunciation, no confusion was introduced. English words were sounded after the English custom, and French words were spoken according to the French custom; but as the languages fused into one, the difficulty became serious. Words were spelled according to the method of either language, now giving the letters the Saxon sound, and now the French sound. In the midst of this confusion printing fixed our present chaotic orthography. We are compelled not only to learn the general power of letters, but their particular power in each separate case, and are forced to spell a new word entirely at random, until we have seen it in print. This confusion has steadily increased, as the sounds of words have changed, while the spelling has remained unaltered.

There is no reason for the continuance of this disorder. The remedy is to return to the simplicity and exactness of our original speech, modifying our alphabet so as to include the naturalized sounds. The English has a more complete and systematic set of sounds than any other modern language. It is the only one that has retained the aspirate *t* and *d*, and we believe — although we do not propose to enter upon the discussion here — that it is the only speech that has retained the old Teutonic pronunciation of the vowels.

The following is the English consonantal scheme:

	Surd.	*Sonant.*	*Aspirate.*	*Nasal.*	*Continuous.*	*Trills.*	*I. Compounds.*
Dental,	t	d	th, dh	n	s, z	l	(ti) ch, (di) dj (si) sh, (zi) zj
Labial,	p	b	f v	m	w, hw	r	.....
Palatal,	c	g	(ch,gh,h)	ng	(i,j) y	....	[(ci)sh]:(gi) g (soft), j.

The consonants being formed by the vocal organs in definite position suffer but little change. *C* in Anglo-Saxon always had the sound of *k*, which sound it should retain; its sound of *s* is from the French. *G* had two sounds; the hard sonant sound as in *go,* and a soft, half-aspirate sound. In late Saxon, the form of the letter was modified to denote the latter sound: this soft sound has nearly disappeared from

modern English, but it may be faintly heard in the final sound of the word *day* (A. S. *dæg*); it also appears in late English as *ow*, as in *tallow* (A. S. *talg*); the modern soft *g* is an *i*-compound. *H*, at the beginning of a word, had its present sound; at the end it was a guttural, like the German *ch:* in Saxon the guttural *h*, when followed by an inflectional ending, softened into the half-guttural *g*, represented in modern English by *gh*, which finally dropped, or hardened to *g*, or was brought forward to *f*:— thus, A. S, *dóhter*, Eng. *daughter*, *da'ter;* A. S., *burh*, Eng., *burg*, *boro';* A. S., *hlihhan*, Eng., *'laugh*, *laff*. The Scotch dialect exhibits the same change: thus, Auchinlech is pronounced *Affleck*. *S* at the beginning of a word had its hissing sound, at the end usually the *z* sound, as *sick, was;* but not always, as *thus*. No English word begins with *z*. A thoroughgoing reform demands the restoration of these original sounds.

The vowels being uttered while the vocal organs are not in contact, allow an almost indefinite range. Each vowel-sound passes into another by insensible gradations, so that there can be no real limit to the number of vowel-sounds, although practically we make use of only the most easily discriminated. Take, for illustration, any common word, as *father;* the sound of *a* will be pronounced exactly alike by hardly two persons, while there will be a general resemblance. The vowel-sounds may be distributed into three groups: 1. With the vocal organs open and free — the A-group; 2. With the vocal organs partly closed and compressed — the I-group; 3. With the vocal organs nearly closed and compressed into a tube — the U-group. These three short vowels are the original vowel-sounds. The others are formed from them by strengthening or weakening, or by composition. We have then: (1) the original series; (2) a series formed by strengthening; (3) a series formed by weakening; and (4) a series formed by combination. The following table will exhibit at one view these four series. The original series are given in capital letters; illustrative words are added to determine the sounds of the letters in each case:

	A. *fast.*	
Weakened.	*Compounds.*	*Strengthened.*
a, *fare* [e, there]	ī=ai, *pine.*	a, *far.*
a, *fat.*	ā=ae, *fate.*	a, *fall.*
[o, *nor.*]		[o, *soft.*]
o, *not.*	oi, *voice.*	ō, *note.*
	I, *pin.*	
e, *met.*	ea, *learn* (eo).	ē, *mete,*
	U, *put* [o, *wolf.*]	
u, *hut* [o, *son.*]	ū=iu, *tune.*	u, *true* [oo, *fool*]
	ou, *sound* (au).	

Y is simply the final form of long *i*, as *j* is of short *i*; it is used in modern English as the consonantal vowel, in which case it usually stands for the Saxon half-aspirate *g*.

According to the foregoing table, the character *a* stands for six different sounds; *e* for three; *i* for two; *o* for six; *u* for four; besides the dipthongs, *ea, oi, ou;* in all, twenty-four sounds; but as some of the sounds are represented by more than one letter, the number of vowel-sounds is only nineteen, thus:

A-Group. — Five sounds of *a*, as in *fast, fat, fare, far, fall;* two sounds of *o*, as in *not, note;* the diphthongal sounds *a* (ae), as in *fate;* *i* (ai), as in *pine; oi*, as in *voice.*

I-Group. — One sound of *i*, as in *pin;* two sounds of *e*, as in *met, mete;* the dipthongal sound of *ea*, as in *learn.*

U-Group. — Three sounds of *u*, as in *put, hut, true;* the dipthongal sounds, *u* (iu, eu), as in *tune*, and *ou* (au), as in *sound.*

Our present alphabet may be made to discriminate these sounds by the use of diacritical marks, thus:

A-group.	a,	as in *fat.*	I-group.	i,	as in *pin.*
	ā,	as in *fast.*		ï,	as in *pine.*
	à,	as in *fare.*		e,	as in *met.*
	á,	as in *far.*		é,	as in *mete.*
	â,	as in *fall.*		ē (ea)	as in *learn.*
	ä,	as in *fate.*	U-group.	u,	as in *hut.*
O-group.	o,	as in *not.*		ú,	as in *true.*
	ó,	as in *note.*		ù,	as in *put.*
	[ô,	as in *nor.*]		ü,	as in *tune.*
	ö, (oi)	as in *voice.*		û,	as in *sound.*

The consonants are well presented in the alphabet published by the Spelling Reform Association, except that I prefer the A. S. characters for *th* and *dh.*

The problem presented in the Spelling Reform is chiefly the reduction of our chaotic vowel representation to a system.

The first difficulty that we meet grows out of the fact that our alphabet was adopted before the vowel sounds were as closely discriminated as they are at present; the alphabet is inadequate; this difficulty must be met by diacritical marks. These marks should be as familiar as possible, and yet readily catch the eye; and for convenience in writing, they should all be above the letters. We think the vowel-alphabet adopted by the Spelling Reform Association offends against all these rules. The diacritical marks are almost wholly unfamiliar; some of them are hardly distinguishable, as, for instance, the four sounds of

u; and some of them are made in the letter. In the alphabet proposed above, short vowels are represented by the simple letters; long vowels by acute-accented letters; dipthongal vowels by double dotted letters; intermediate *a* and *u* by grave accented letters; broad *a* and *o* by a circumflexed letter; and *ou* by a circumflexed *u;* or the dipthongs may be written in full as indicated. These marks can easily be learned and readily remembered.

The second difficulty grows out of the disinclination to change, which always presents a stubborn obstacle to any radical reform. Printers and type-founders have a pecuniary interest at stake; and all readers have a natural repugnance to learning anything new. This difficulty can be overcome only by wise and persistent effort. Reforms often fail through the exorbitant demands of their advocates, and sometimes for want of judicious presentation.

But perhaps the chief difficulty in the way of the adoption of a reformed orthography lies in the fact that words have passed from being symbols to the ear, and have become primarily symbols to the eye. We spell by sight, not sound. The words in their new form, while sounding precisely the same to the ear, have a wholly unfamiliar look. The symbols to the ear should exactly coincide with the symbols to the eye; the words as printed should suggest the sounds that are the symbols of the idea, but written words have ceased to do more than suggest ideas. The aim of a legitimate spelling-reform should be to bring the symbols to the eye and to the ear into harmony, so that each character will denote but one sound, and each sound will be denoted by but one character. To reach this end, some change will be necessary, but the changes should be as few as possible. The new should grow out of the old. The familiar has a hold — a sort of right of possession — which gives it a great advantage over the strange. We must not overlook the fact that printed words have come to represent ideas rather than sounds, and that to a certain extent our written and our spoken language have different symbols. Ellis's phonotype or glossic is too complicated to ever come into general use, although of great value for merely scientific purposes. The alphabet adopted by the Spelling Reform Association also errs, as we think, in being too unfamiliar, and not easily enough discriminated. The page has a wholly unfamiliar look, and meets at the outset this serious difficulty. It makes reading easy to the ear, but difficult to the eye. The forms suggested in this paper are those already familiar, while the diacritical marks are so placed as to catch the eye at once. The

printed page will retain, to a great extent, its familiar appearance, and the eye will soon become accustomed to the slight changes that are made. We thus obviate the difficulty here suggested.

Another obstacle is met in the conservatism of learning. A difficulty once mastered is prized according to the outlay of time and labor its mastery has cost us. No matter if it is actually worthless, it has cost too much to be thrown away. A vast deal of worthless rubbish is thus held by scholars for the good it has done, after it has entirely outlived its usefulness. This obstacle must be overcome by the good sense of educated men. Any good costs some effort.

It is also urged that the proposed reform is opposed to the interests of philology. This, we think, is a mistake. Philology deals wholly with words as symbols of sounds — not as symbols of ideas, and its entire province is to trace the laws that govern the mutation of sounds; the present sounds of words are a real fact in the science of philology. If this be so, it is difficult to see why the proposed reform is not in the true interests of philology. Philology will always be the study of the few, while reading will always be the need of the many. Even if this reform were opposed to the interests of philology, the wants of the many should be met rather than the fancies of the few. But no science opposes any other science; this reform must be in the true interests of Teutonic philology. Every student knows that one of the greatest aids to the critical study of English is the phonetic spelling of the early writings. Indeed, had the spelling always been as capricious as it now is, comparisons for the sake of philology would be next to impossible. One of the greatest benefits of the philological study of English is the discovery of relationship between words that has been wholly obscured by our chaotic orthography. It is true that the reformed spelling might obscure somewhat the derivation of foreign words, but a language ought not to adapt itself to its foreign elements, but compel its foreign elements to conform to its own laws.

The following ends are sought in this reform:

1. To drop all silent letters, and write words as they are spoken. This rests upon the principle that a word is primarily the symbol of a series of sounds, and should indicate the precise sound and nothing more.

2. To represent each simple sound by a simple letter. This rests upon the law of definiteness and economy.

It is believed that the following advantages would be gained by the adoption of this reform:

1st. Correct pronunciation. There could be no material variation in the utterance of a word if each letter denoted but one sound. For instance, the digriph *ea* has, in English, six different sounds, as sounded in *hear, bear, heart, bread, break, learn.* We are thus, like the Chinese, compelled to learn words instead of letters.

2d. Economy of time. The time necessary to learn to read would be greatly abridged, and the entire time given to learning how to spell certain lists of words would be saved for more important studies.

3d. Economy of money. To print silent letters costs as much as to print sonant letters; they take as much paper and as much binding. To afford a basis upon which to estimate the loss occasioned by the employment of useless letters and combinations, I counted the letters in the defined words upon two pages of Worcester's quarto dictionary, with the following result: On page 850, 12½ per cent. were silent; on page 1503, 33⅓ per cent. were silent; the average would be 23 per cent. It is fair to presume that 20 per cent. of the cost of every book is occasioned by our vicious system of spelling. The reformed orthography would reduce Webster's dictionary from 1700 pages to 1350, and the price from $12 to $9.60. We are thus paying a tax upon literature to the extent of 20 per cent. for the privilege of spelling words one way and speaking them another. How long would the people stand such an imposition upon any other necessity, and how long would any reform lack advocates that proposed to lighten the burden of taxation by twenty per cent.! In these days of railroads, it will not do for scholars to lumber along in the stage coach of the past generation.

By way of illustration, we append the following familiar verses:

SÁLM OV LĬF.

Tel mé not in mórnful numberz
  Lĭf iz but an empty drém!
Fôr ðë sól iz ded ðat slumberz
  And þings ár not hwat ðä sém.

Lĭf iz réal; lĭf is ërnest
  And ðë gräv iz not its gól;
Dust ðû árt, tú dust réturnest
  Waz not spóken ov ðë sól.

Not enjöment, and not sorró,
  Iz ûr destin'd end or wä,
But tú act ðat éch tù-morrö
  Fĭnd us furðer ðan tù-dä.

Árt iz lông, and tĭm iz fléting,
  And ûr hártz, ðó stût and bräv,
Still lĭk muffeld drumz ár béting
  Füneràl márchez tú ðë gräv.

THE RELATIONS OF THE KINDERGARTEN TO THE PUBLIC SCHOOLS.

[A Paper Read before the State Teachers' Association, at Geneva, July 17, 1878, by Miss S. A. STEWART.]

Should the average American teacher be classified upon the basis of the Kindergarten question, three classes would include them all, with at least a tolerable degree of exhaustiveness:

First. Those who do not know anything about the question, and do not care anything about it.

Second. Those who know all about it, and consider it the one main vital aim in education, and look upon it as the foundation of all intellectual growth; as the one only panacea for all the educational ills from which our system suffers. They are a generous class, and are ready to sacrifice time, money, themselves, in order to build up in the minds of the American people an understanding and a just appreciation of the great and glorious principles of Froebel. They are enthusiasts, one-idea people, possessed of that faith and courage and enthusiasm which are necessary for pioneers in thought in any direction. Those who seek to change the settled thinking of the ages, or wage war against the lifeless inertia of a dead past in the intellectual world, need to be one-idea people; and it is refreshing, in these days of unsettled convictions, to find a class of people who absolutely believe in a principle strongly enough to battle for it, to sacrifice dollars and cents for it, to die for it if need be. But this is is a small class, as reformers are always in the minority.

Then there is a *third* class, the large intermediate class, who have caught some glimmerings of the truth from the wilderness of literature published upon the subject. They like the name, and are pretty sure they should believe in it, if they only knew what it is. But they are to-day in a hopeless maze, bewildered by the conflicting accounts given of the system by its friends and advocates. No sooner do they get some degree of assurance that they have *at last* a correct view of the "inside" of the system, as luminously presented by one class of advocates, than in steps another class with the astounding intelligence that the spirit and principles of the great educational reformer, Froebel, have not been correctly represented; not intentionally, misrepresented, of course, but a failure to apprehend the true idea, because of the painful limitations placed upon human understanding; while still another class remand it entirely into the region of the un-

known, the indefinable, the uncommunicable — save to the few — the elect, those who through the accident of their birthplace, or by being endowed with a keen insight into the spirit of things, are fitted to enter instinctively into the spirit and teaching of the great master.

The word Kindergarten, like the word objective-teaching, stands to this last class of inquirers, like the letter x in an algebraic equation, for an unknown quantity, which may mean an immense value, or not much of anything.

This lack of agreement among the friends of the Kindergarten may be very discouraging to an honest inquirer after truth, but it must be remembered that the same difficulty is always met when the spiritual teachings of One Great Mind are to be apprehended and set forth by a number of followers, or where an abstract truth or principle is to be embodied in a concrete form; the mind grasps the physical detail, and loses sight of the spiritual aim, hence a variety of views, modified more or less by the individuality of the thinker, arises in regard to the same system. Froebel is not the first or only great master whose teachings have been misunderstood or perverted by his followers.

It is evident that before showing the relation of the Kindergarten to the public school system, it will be necessary to answer (or make an attempt, at least,) the much asked question: "What is Kindergartening?" I shall attempt to answer briefly the question by showing, first, the *aim* which is to be accomplished; and, secondly, the *method* by which this aim is secured. I trust that the difficulty of presenting so extensive a subject in so brief a period of time, will be appreciated; and if I succeed only in adding darkness to an already obscure subject, it will be charitably attributed to the brevity of time.

Perhaps, I can best illustrate the subject by comparing it with the primary school; and I shall take the school as it still exists in the greater portion of the country, unmodified by the whole line of physical and objective teaching, which does obtain, be it said for our encouragement, in a great number of our schools.

The school and the Kindergarten have each their alphabet; in the school it is twenty-six arbitrary characters, which, combined in various ways, represent ideas. In the Kindergarten, the alphabet is the properties of matter, as form, color, weight, dimensions, hardness, number, etc. The one is representative, the other real. The one deals with signs and symbols of things, the other with the things themselves. If carried out purely, the one would lead to the realm

of ideas and relations, the other into the activities of life — the arts and occupations.

They both look upon the child as an organism, with a mind to be developed according to fixed laws of growth; but the school appeals directly to the mind; the Kindergarten, through doing, leads to thought. Starting with this alphabet of things, by combining, arranging, and recombining these elements, always working under the law of the free activity of the child, and under the higher law of order, symmetry, and proportion, it seeks to implant in the child's mind those foundation ideas which underlie all knowledge. As the artist conveys his ideas not by word alone, but by the form which he presents, so the child builds his thought into a tangible form, and while doing this under the guise of play, he is gaining possession of his own powers, and that deftness of hand manipulation, that keen eye perception of form and symmetry, which will ultimately fit him for any of the mechanical arts. (Though the useful is not so much an aim as the educational.)

It is the aim of the various games and plays to give him grace of movement, to exercise all the physical powers, and to cultivate in the child that social nature, which will fit him for life in society; so that when the child has completed the three years of Kindergarten work or play, from four to seven, he will be in possession of the following ideas and powers (if the aim of the Kindergarten is secured): *Form*—he shall be able to recognize and know terms for ball, cylinder, cube, oblong, triangles of various kinds, pentagon, hexagon, etc. *Lines* — straight, crooked, curved, slanting, perpendicular, and horizontal. *Angles* — right angles, acute, obtuse, ideas of position and direction. *Colors* — primary and secondary. *Properties of matter* — hardness, softness, weight, elasticity, size, etc. *Number* — to count and combine single numbers; also first ideas of fractions; to know the relation of the whole to the part, the part to the whole, or proportion; also a great amount of miscellaneous information in regard to animals and plants, and the different departments of nature, and the activities of life, given in the form of little stories and talks and songs, in connection with the building of forms of life, beauty, or knowledge.

He will, also, be in possession of the following powers: To discriminate likenesses and differences between things related (law of connection of contrasts). To have clear and definite ideas about his work, and be able to put those ideas into correct language, distinctly enunciated; to be polite and courteous to his playmates, and free, respect-

ful, and obedient to his superiors. He will be in possession of his physical powers, the highest for that age, with eyes to see, and hands to do. The good of his nature will be developed and strengthened; and the evil, if he has any, will be repressed under the warm and genial management of the kindergarten.

Now, it must be admitted that this is a worthy aim; and that these ideas are fundamental, and must enter as the ground work into any scheme of education, and the only mistake that has been made, is in assuming that there is only one way of reaching the desired result.

The method by which a result is to be accomplished, is always more interesting, it not more important, than the thing itself.

The method set forth by Frœbel, and advocated with more or less success by his followers, was embodied in a series of articles, called gifts, twenty in number; in which the above ideas are developed in a simple and progressive manner, each step in the course of training is a logical sequence of the preceding one, and the various means of occupation are developed one from another, in a natural order, beginning with the simplest, and concluding with the most difficult, in all the varieties of occupations.

The first six gifts are solids, and are especially adapted to building purposes. Sometimes the child builds by the wise dictation of the teacher, but oftener free play is given to his own activity, whereby his creative and inventive power is cultivated. In dictating an exercise, the law of contrast is followed, which is, if an element is placed upon the right hand, the same must be placed upon the left hand, if a change is made in the top right hand corner, the same must be made in the lower left hand corner, etc. In certain combinations the law of succession may be followed. Working under these laws, the result in every case is symmetry, harmony, beauty.

To gain some idea of the endless fertility of the child's resources to represent forms of life, etc., we have only to consider the combinations possible with the number of elements in each gift. Taking the third and fourth alone, each is susceptible of 40,320 different combinations; if we take the 5th and 6th, where the elements are respectively 39 and 36 separate pieces, the number of combinations is unthinkable, and when we still further consider that two or three gifts may be combined to present diversity of form, we are simply lost in infinity.

Some of the forms of life which will appear as the result of the child's building, will be chairs of different kinds, tables, sofas, bedsteads, bureaus, book cases, houses, churches, fences, gates, wagons, carts, guns,

trains of cars, indeed all the forms that have ever appealed to the perceptive power of the child, together with the numberless forms of beauty, which his fancy can suggest.

But it was no part of the philosophy of Froebel to leave the child in the concrete; a bridge must be built which would span the chasm between this and the abstract; and the first step toward this result is taken in the seventh gift, which consists of tablets of different forms: 1st. Quadrangular system of tablets. 2d. Right angular equal sides. 3d. Equilateral. 4th. Obtuse angular. 5th. Right angular unequal sides, etc. Here we have two dimensions only, the embodied plane; form and outline can be represented, but the third dimension must be supplied by the mind of the child. It is one step into the abstract. All the geometrical forms, number, and various other ideas can be taught here.

The next step into the abstract is taken in the next two gifts, where the materials are sticks and rings, half and whole, or length only, and lastly the point, which is presented in perforated card board, in various designs: The points connected form an image of an animal or plant, or simple beauty, which delights the child, at the same time it cultivates his conceptive power, and the chasm is supposed to be bridged when the child is led to represent the forms he has been creating out of physical material — by drawing — the 10th gift.

The other gifts — paper folding, weaving and interturning, piece work and modelling, but reiterate in another form, and with other materials, the lessons taught in those already mentioned; more interesting and beautiful forms can be made with the last, however, because the finer harmonies of color are introduced, and the material to work with is more delicate and pliable. This gives a finer cultivation of muscular sense, and a keener discrimination of minute differences, and hence, better fits a child for those arts and occupations, where great delicacy is required. We might say, if we look at it from the practical standpoint alone, that the first six gifts fit more especially for the mechanical or industrial arts, and the last fourteen, for the fine arts. The former minister more to the useful, the latter to the ornamental.

It is only the most simple exercises of the latter gifts that can be undertaken with very young children, or even with children of the latest Kindergarten age; most of them have to be left for what is called the "connecting classes;" indeed the more complex exercises of all the gifts have to be left until a later age.

Now, admitting that the Kindergarten is useful and important, and

is based upon sound principles of education, should it, in its pure type, be introduced into the public school system? It is not enough to prove that a thing is useful and important, but it has to be proven that is more useful and more important than anything else that can be done in the same time; and the question for us to consider is, whether the same or higher results cannot be secured without the lavish expenditure of the time, means, energy, demanded by this method; or at least results better suited to the condition of the schools, and more in harmony with the theory of the public school system.

We have to discuss the question, of course, in the light of existing circumstances, and even were we under more favoring conditions, a little nearer the millenium, it might still be a question, whether we had found the very best way of occupying three years of school life. Considering the short school life of the great mass of the American children, it becomes a question of imperative necessity, that no more time be taken to fix those fundamental ideas, gained in the Kindergarten than is absolutely necessary. Many serious objections can be urged against making the Kindergarten a part of the public school system.

I shall not stop to discuss the question of expense. The taxpayer's objection, that is obvious to every one.

There is an instinctive belief in every intelligent mind, that the line ought to be drawn somewhere between the family and the school education; that if the state takes care of the education of its citizens between the ages of six and twenty, it is doing all that can reasonably be expected of it; and that something should be left to private enterprise. Now while the Kindergarten is not designed to supersede the education of the family, indeed such a result was deprecated by Froebel and his followers more than by anyone else, yet the inevitable tendency is to place the duties and responsibilities of one class in society in the hands of another.

The mother is the natural teacher of the child, at least through Kindergarten age; and it was Frobel's idea that the Kindergarten should be a school for mothers where they should be taught to train little children. But whatever the theory, the tendency is in the opposite direction. We do not find mothers, as a rule, eagerly seeking knowledge from the Kindergarten, so that they may ultimately dispense with the aid of the teacher, but the tendency is rather, to look upon the Kindergarten as a nursery, and convenient place to send the children while the mothers devote themselves to more congenial pursuits.

The school has already encroached too much upon the domain of the family; if the family and not the state is to be the unit of civilization in the future. Under the old Greek system of government where the child was looked upon only as a future citizen of the state, there was wisdom in taking him, at birth, and training him for that purpose (but even here he was left with the mother until seven years of age); but under our own government where a high degree of civilization must come, if at all, through the purity and strength of family life, anything which interferes with its rights and duties must be deprecated as an evil.

When the mother cannot fulfill her duties either through poverty, a great number of children, overwork, or general incompetence, it may be a question, if that would not be a wiser state interference, in the end, to give such aid as would reach the children through the mother, rather than by putting another agency in her place. At most, the Kindergarten proposes to take the children out of their own surroundings, only three or four hours a day, and when those surroundings are utterly vicious and bad. That has to be a wonderful faith in the devine art of teaching, which can believe that this short time in the Kindergarten can counteract the whole current of the child's life.

The claim which is made, that in those two or three years of its life, if not in the Kindergarten, the child may contract habits taking years to eradicate, is utterly unphilosophical and unsound. If it were admitted, which is nearer the truth, that much that goes to determine the character and future condition of the child, has its influence long before Kindergarten age, and hence if the state should take measurers for improving the condition and enlightening the understanding of fathers and mother, it would be a wiser step than relieving them of responsibity in the matter of education. When families are in comfortable or afluent circumstances, there is still less justification in the state assuming their legitimate work, for usually their surroundings are such as to give incidentally the child his first lessons in the physical properties of matter, knowledge of activies of life, common things, use of language, etc., more forcibly and better than the Kindergarten, because more naturally; for however many cant phrases we may use about free activity, unrestrained joyousness, or natural development, education even in the Kindergarten is a process of restraint. If it is not, it does not amount to anything.

Intelligent mothers and nurses are what is demanded for children under six years of age; and if the state can succeed in the work it has

already undertaken, that is of training intelligent motherhood, the question of Kindergarten will take care of itself.

In the Kindergarten *everything* depends upon the teacher, and the difficulty of getting teachers who will understand and appreciate the true aim, becomes something formidable. The great amount of material in the hands of the incompetent only serves as so much enquiry for lifeless, aimless, mechanical work; it is even worse than the school in such hands, for there not so much is undertaken, and the text-book counteracts some of the evils; at least there are not so many facilities for making stupidity visible.

The kindergartner should be a person of broad and generous culture, with a talent for music and drawing, gentle and patient, thoroughly embrued with the spirit and principles of the Great Master, with a keen insight into child nature, and a profound sympathy with all their child-thinking, their joys and griefs; she should be full of vigor and energy, and of sound judgment, with a genius for self sacrifice, ready to meet uncomplainingly the exacting demands of child-nature. Such teachers are rare.

The state might and should add to its normal school course instruction in kindergarten methods, as professional education of the teacher means complete understanding of the whole range of the Art of Teaching; then the number of teachers would be sufficient to supply private and family demands; and would make success depend, where it ought to, upon the merit of the teaching, and not upon legal enactment.

But the law of Wisconsin admits children into the public schools at the age of four years, and we have them by hundreds in all our city schools; so there is not much use in heaping up objections, or stopping to philosophize about the matter: either the law must be changed, or measures must be taken for educating children of that age according to an enlightened understanding of the needs of child nature. It is little less than barbarous to receive large numbers, and pack them in the stifling air of the schoolroom, and shut them up to the abstract methods of the advanced schools, a practice which does prevail even in our enlightened age. There is a crying need of reform in this direction, and we have now to consider how the spirit and methods of the kindergarten may be used to bring about more rational instruction in the primary schools.

The claim has been made and urged with great earnestness by the professional kindergartner, that half measures are worse than none at

all. It is with profound modesty, but with equal earnestness, that I beg leave to differ with him upon this point; and I want to urge that we have not the kindergarten added to the public school, but the primary school modified by many of the exercises and games of the kindergarten, but above all, that we have the spirit and philosophy of education advocated, not alone by Froebel, but by the whole line of innovators who led the revolt against the abstract mysticism of the middle ages.

This, it seems to me, is not only desirable but *practicable.* It will be an easy matter to arrange a series of simple progressive lessons, based upon the 3d, 4th, 5th, 6th, 7th, 8th, 13th, 15th, and 18th gifts, which shall run parallel with the other work of the primary school, and which, if carried out by teachers who understand the art of mind development, will secure, if not the entire aim of the kindergarten, at least the legitimate aim of the public school.

Indeed, much of this kind of systematic work has been done already, and we have to-day occular demonstration that the system is not only practical, but extremely useful. Even this change will increase the schools somewhat, but no more than is justified by the imperative need of reform in this direction. A larger number of school rooms, with an increase of teaching force, will be the main source of expense, No more than fifty children can be placed in a room large enough to seat them comfortably, and give an open space sufficient for plays and games, but this is demanded for any kind of primary school in a civilized age.

There will not need to be any material change in the seating of the rooms — each child's desk can be its table to work upon, and also a receptacle for its material when not at work, as teaching the child to take care of and put away his work in order, is not the least part of his education.

The exorbitant expense at which the kindergarten material has hitherto been held, is entirely unnecessary and uncalled for; and I can think of no reason why it has been placed at such value, unless it be to keep it away from the common people, or add to the wealth of some provident speculators. Each child could furnish his own material as he does his text-book, if the burden of expense proves too heavy for the city fathers or the country districts to endure.

Of course, it is not necessary to stop here and urge the advantages of such a plan. They are too apparent to need expression. But one only will be noticed because of its paromount importance, and

that is, the value of this kind of work as a basis of language culture. In a large number of schools of the state, and in most of the schools in our cities, the children come from families where a foreign language is spoken, and the English language is the language of the school. The hinderance this fact is to the progress of the pupils in their school work can only be appreciated by those who have had experience in the matter. Now because the kindergarten exercises appeal directly to the child's senses, and give him something real and tangible to talk about, and furnish variety of occupations enough to give him an extensive vocabulary, they are the very best means possible for teaching him the language. It is cruelty to require a child to put an abstract thought into an unknown language, and the practice should be remanded to a barbarous past.

A full discussion of the method by which this modified course of primary work should be carried out, must be left for further discussion. But I want to urge here the active co-operation of all the teachers throughout the state in bringing about this much needed reform in educating *little* children.

METRIC MEASUREMENT.

[A Paper Read before the State Teacher's Association, at Geneva, July 19, 1878, by S. S. Rockwood.]

Not to treat an assigned theme in a perfunctory manner is a sort of negative achievement not altogether unworthy of a respectable ambition. If I succeed, you who listen, may felicitate yourselves, and I will rejoice at having escaped being simply tolerable.

If I were sure the members of this association had read, or would read, the article "*Metric Reform*," in the *Popular Science Monthly* for May, I would content myself with simply "offering it in evidence," as it were. I would not ask to have it read by the clerk even, but simply entered on the record "as part of my remarks;" or I would imitate that irreverent and short-hand Yankee who pasted a copy of his prayer on his head-board, and every night merely referred to it as a sufficient statement of his sentiments; but I am aware that no such vicarious labor will be accepted on this occasion, and therefore I proceed to immolate myself on the altar of this Moloch of reforms.

There is no doubt that a universal and uniform system of weighing and measuring is a great desideratum, and that the ideal system must apply to time and angles, as well as to extension, capacity and weight;

but the radix of the decimal system forever prevents such perfection. The fatal defect lies in the fact that ten is incapable of satisfactory division. The base that would provide unquestionably for all possible needs of measurement is twelve. If the French Academy had proposed the duodecimal scale at the time it devised the "Metric System," it would have attained theoretical perfection at a single stroke, but that would have been at the cost of five hundred years of delay.

Given a single unit of value of any kind whatever, and then the duodecimal multiples and submultiples of it, and an ideal simplicity and perfection are at hand. The marvel of the decimal system does not lie in the radix, but in the fact that the scale is uniform.

The conception of a uniform scale of units to which significant figures can be applied at will, is the greatest intellectual marvel of the ages, and the use of the radix ten is a mere accident. I believe it is Max Müller who says the man who invented the cipher ought to have a monument, and that is simply because he first saw the utility of a uniform scale, fixed values for digits and their application to the various orders of units.

But it lies beyond the scope of this paper to discuss the revolution of our arithmetic, as well as of our metrology, and so I come directly to the case in hand, "The Metric System" as it is, and not as it might be.

Its history and character are familiar to you all, and the doings of the "American Metric Bureau" and of various learned societies, in pushing the introduction and use of the system, must be assumed as not altogether unfamiliar. The article already referred to shows that the governments of nearly all the enlightened nations of the world have adopted it, and that the English speaking nations are the most important exceptions, but even they have made it legal, which is certainly something.

Said a bucolic genius once to emphasize a bit of cross-roads philosophy: "A man as is forty years old, genrally speakin', knows more as a man as is twenty years old," and that statement adapted to my present needs would be: "A man as is forty years old, generally speakin', don't enthuse as readily as a man as is twenty years old."

The ugliest thing a red-hot enthusiast meets in this world is a cold-blooded, hard-headed, pachydermatous, practial man of facts. A first-class enthusiast, however, when he finds the facts against him, has one invariable answer, which he delivers in the lofty and oracular manner of a final authority, "So much the worse for the facts." But facts don't lie, even though figures and enthusiasts do — sometimes.

In looking up this subject, I have stumbled upon a few facts bearing upon some one of the various aspects of the reform, which have not been aired as thoroughly as some others, and in the interest of a safe progress I purpose to discuss them.

The first important fact is, that while the system has made fair progress among the scholars and goverments, it has achieved next to nothing among the masses. In France, if anywhere, we should look for success, but the facts are that the system was provisionally established in 1793, was made obligatory in 1840, and in 1870 "it was found impossible to procure its general adoption by the people. * * If they adopted new weights, they gave them the names of the old weights. * * So that three systems are now more or less in use, the original *poids de marc*, the decmial system, and the metrical pound with its divisions." Such is the testimony of Wood & Bache's "United States Dispensatory."

The Anglo-Saxon clings tenaciously to established customs. He is eminently a conservative man, and moves forward into new and untried paths very reluctantly. He was four hundred years behind the Latin races in adopting the Arabic notation, and adopted his present *units* of weight and measure a trifle over sixty years ago. He knew very well what the Frank was doing across the channel. Whether there was only coincidence, instead of consequence, relating the birth of the new system of measurement with the revolution of '89, he never tried nor cared to satisfy himself. He knew that antiquity had lost its sacred and conservative meaning in the mind of the modernized Gaul, and so he chose the best of the many units of weight and measure already familiarized in his own mind, and solemnly established them for future use.

Now if the Frank refuses to use the new system, after forty years of compulsion added to fifty more of permission, I submit that the prospect of the Englishman's exclusive use of it, he having only enjoyed as yet about fifteen years of permission, is rather discouraging, to say the least. "Ah! but England is not America, and we do things differently here," says my friend, the enthusiast. Wait a moment; let us look up the facts a little.

Three years before John Bull flouted the Frenchman and his "newfangled" metrology, John Quincy Adams, as Secretary of State, made a report to the House in which he said, "Uniformity of weights and measures, permanent, universal, uniformity, adapted to the nature of things, to the physical organization and the moral improvement of

man, would be a blessing of such transcendent magnitude, that if there existed upon earth a combination of power and will adequate to accomplish the result by the energy of a single act, the being who should exercise it would be among the greatest benefactors of the human race." And afterwards, in the same report, he praised the metric system in the most glowing rhetoric he could command, and pronounced it the greatest invention of human ingenuity since that of printing, *but he reported against its adoption*, because the time had not then arrived, and virtually prophesied that it would come into use with the millennium. Thus was the question so befogged by a single man that it passed out of sight for half a century, while at various times under various pressures Uncle Sam has copied John Bull's imperial standards and distributed them among the states, winding up with the official copy of the imperial yard, obtained in 1856 by the American minister in London. Mr. Adams, however, recommended a little diplomacy concerning the matter which has only lately been attended to, and the final outcome of it is still problematical.

About the only difference between the two peoples is that we have had only about twelve year's permission to use the system, while the English have enjoyed the boon some three years longer.

In looking up this matter still farther, I find that Belgium, the Netherlands, and Italy are the only countries, besides France, that have the metric system unalloyed in name or substance, and the testimony, so far as it goes, is at best only negative in regard to its actual use among the people. The records do not say that any old weights and measures continue in use in these three countries, neither do they say more than is said of the condition in France; and there we have already seen what the real status is, and I think we are warranted in assuming that at best they have not materially beaten her.

What, then, is the real condition of this grand system? Why, simply this: The scholars and statesmen of the world, with their cultivated minds and scientific tastes, with their philosophic and philanthropic predilections, have embraced it from the first; and that the masses of producers, exchangers and consumers, are no where yet able and willing to adopt and use it.

It may now be worth while to inquire somewhat into the causes of these tolerably obvious conditions. The two grand obstacles are the *change of unit* and *change of name*, and if it be true that "new words are harder than new things," the latter is the more important of the two. However, I am inclined to esteem each more difficult than it has yet been regarded.

The thing demanded here is that a whole generation shall burden itself with the mighty labor of laying aside all its accustomed standards of comparison, and of familiarizing itself with new and strange ones, in order that posterity may have a year the advantage of us.

Scholars and statesmen, to be worthily such, must be philanthropic, and consequently they are willing at once to make to make the sacrifice; but the masses of mankind care as little for posterity as one can well imagine, and therefore demand "cash in hand" instead of "an annuity in reversion." Moreover, the sacrifice on the part of the trained minds is far less than that of the undisciplined, and when you add the difference arising from constant use on the part of the mechanic and tradesmen, you get a truer appreciation of the magnitude of the demand made upon the masses.

In France, where the new units were faithfully accepted, the new names were rejected.

Says the "Popular Science" article, "it were easier for the learned to acquire a nomenclature founded on Hottentot and Sanskrit, dressed off in Kamtchatkan forms, than for the unlearned to acquire one in Latin and Greek, with French forms; since the learned have some familiarity in dealing with new languages to start with. The metric words are *feræ naturæ* to all people, and will not domesticate. To the common people they are simply outlandish, and neither have the accent of Christians, nor the gait of Christian, pagan, nor man."

As to the new units: A plain, practical man will ask, "What is there about the .2809 ft. which are added to the yard to make the meter, that makes all this trouble justifiable?" and I don't see just how to answer him, except to say "Go 'way! Don't bother me with such foolish conundrums." When another of these impertinent fellows asks "What's the matter with the pound?" and a Kilogramatic-folding-lap-jointed-meter replies, "which pound?" and gets as an answer, "Why, Frenchy, the old sixteen ouncer, of course, that has measured more products already than France will produce forever," it occurs to me that a *change of unit* while *trade* goes on, is as difficult as a *change of base* while the *battle* lasts.

This is not saying, take notice, that it can't be done. That we shall sometime have this whole brood of decimal *units* domesticated among us, I firmly believe; that we shall ever learn to mouth their names *ore rotundo*, I just as firmly doubt.

I quote again: "Plain, ignorant people are to be reached; children, servants, the dullest plodders, are all to use whatever names we

adopt. We do well to be humble. The lofty, high-sounding names heretofore proposed have gained no currency; they have been 'stifled by general neglect.'"

There is another matter of very great importance in this connection, and that is, the observed tendency of mankind to use a *few* units in each table, giving them strong, independent names.

At first thought this might seem to have been the result of accident in the growth of measures. It is known that the chief units in the varying scales were arbitrary and the subordinate ones derived, and the argument seems good that nothing of the kind could take place if a table were "made to order" and forced into use in its completeness. But nothing is really more fallacious than such reasoning, and our own Federal Currency table furnishes proof.

It provides for five units, "was made to order" and given to the people who put it to use, when three of the five units disappeared from bank and market, and dollars and cents rule over tongues and fortunes.

The scale is decimal, and for the practical use of *coins,* the cent and dollar would not do at all. We have dimes and half-dimes, two and three-cent pieces, half-dollars, quarter-dollars, and twenty-cent pieces, and the double-eagle, eagle, half-eagle, quarter-eagle, showing how the practical wants of life demand *binary* divisions, even though we have the boasted decimal units. The man for the hour now, is he who can utilize this hint and lay violent hands upon this hydra for the benefit of mankind.

What is needed now is, that some competent authority shall thoroughly investigate the doings of the common people with the system in those countries where it has been longest in use; shall find out just what practical use does with the units, what it does with the names; which are the units that bear the burden of business, and what actual multiples and submultiples are used in the different countries; and then wisely, upon such true data, forecast as well as possible, what units will appear in records, and what other multiples and submultiples of them will necessarily find their way into the hands of the people. The scholars and statesmen, in this matter as in all others for the public good, must go into partnership with the masses as well as with each other.

Is there no significance in the size of a "Winchester bushel" or a "Stark Mills Seamless" bag? Ask the first farmer you meet if any sized basket differing much from the ordinary "bushel basket" will

answer this purpose as well, and you all know what he will say. Ask him why, and he will reply promptly: "Because it holds what a common man can carry conveniently of a majority of all the products of the farm." Then ask about the bag, and he will say: "The shape, and being tied up, enable the same man to carry about twice as much." A race of giants and one of pigmies, therefore, would not use the same units, and the present mass of laborers can handle openly about sixty pounds, and in a confined form, about one hundred and twenty pounds.

How does the proposed system stand this test?

A myriagram is a trifle over twenty-two pounds, and a quintal, a little over two hundred and twenty pounds, neither of them available, and binary divisions of the latter fall short respectively ten and five pounds, of the bag and basket, and these discrepancies, you will observe, are in the interests of laziness and delay. I do not say that these are insuperable difficulties, but that they are real difficulties, and will certainly insist upon being attended to.

The various products of the earth will undoubtedly be put up and handled in packages of convenient size and weight, and a system of weights and measures that proposes the grand ideal of universality will do well to take immediate notice of this fact.

Finally, in submitting the question to the Association for discussion, I quote from the article first mentioned the features of the necessary modifications of the Metric System to adapt it to recognized human conditions:

"1. The entire abandonment of the present elaborate and ingenious system of nomenclature, and of any attempt at universality in the *words* employed to designate the units of the system.

"2. The expression of each unit by each nation in its own vernacular tongue — the units themselves being the same everywhere — but the expression in language adapted to the familiar tongue of each people.

"3. A common notation as the means of universality, instead of a common system of names, the units and their *written* expression being thus universally the same, while the spoken expression conforms to familiar national usages.

"4. The words selected to express the several units to be suggestive of easy standards of comparison with familiar objects.

"5. The notation to be suggestive to the eye, as the nomenclature now in use is to the learned ear, but not to the unlearned.

"6. The number of *denominations* to be reduced in conformity with an observed tendency among men to use *numbers* instead; oral expression to be simplified; and a suitable system of notation to be used.

"7. The transition to the new system to involve the least practicable loss of familiarity, either with *objects* or names."

Now, the question which the Association should lay hold of and thoroughly discuss, it seems to me, is this: What can we do collectively here now, and individually hereafter otherwhere, to remove the difficulties and hasten the successful introduction of a practical modfication of the grand Metric system?

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

NEW DISTRICTS, DISTRICT MEETINGS, ETC.

Q. An order for a joint district has been filed, signed by a majority of the supervisors of the two towns, but only one board really ever met; what is to be done — is the new district a legal one?

A. The order is really illegal; but if allowed to stand, and the district keeps in existence two years unchallenged, it becomes legalized. If an appeal is taken, however, the order being shown to be illegal, would be set aside. Until this is done, it is *prima facie* good.

Q. We were recently organized as a new district. Can we not hold our first annual meeting a month before the time, so as to raise money to build?

A. You can hold no annual meeting, except at the legal time. If you very much need to raise money at once, have a special meeting (section 21), and vote your money and have it assessed and collected, as provided in section 64.

Q. We did not hold our annual meeting July 8, as we should; now a meeting is called for August 26; will it be legal?

A. If called as an annual meeting, it is void. If properly called, as a special meeting, you can raise money, etc., but not elect officers.

Q. When a district is dissolved, can the officers do any further business, pay debts, etc.?

A. No; their power at once ceases. The supervisors pay the debts, and dispose of all the property of the extinguished district.

DISTRICT REPORTS.

Q. A new town was set off, but has so far failed to organize. How can I report the school district?

A. You can make no report, if there is no town clerk to report to, but there may be one between this and the last day for getting in a report.

Q. Is a district to be reported that is only just organized?

A. Yes; let all the facts be reported that can be. It is a district, although a young one.

TEXT-BOOKS.

Q. When a text-book adoption for three years has run out, is it any longer binding upon anybody?

A. The board may then change any of the books, if thought best, but so long as the board takes no action, no one else has any right to make any change.

Q. Can the district nullify the action of the board in adopting text-books, if it does not like it?

A. It cannot. If the board adopts legally, the adoption holds.

Q. Must all the scholars necessarily use the books adopted by the board?

A. This is the expectation, the same as that they will use the services of the teacher whom the board hires.

Q. Is not this rather arbitrary?

A. There must be a rule about it, and uniformity. The board can adopt no books not sanctioned by the state superintendent.

Q. Can the district raise money to buy books, at annual meeting?

A. The district can first authorize the board to buy. The board having bought some books, will present the account, and the district can allow it, and raise money to pay it.

Q. Is the legislative committee to adopt a uniform series for the state?

A. The committee is merely to report its views on the general subject.

FREE HIGH SCHOOLS.

Q. Are the pupils in free high schools to be enumerated, and draw money?

A. Yes; they do not cease to be school children by going to such a school.

Q. How many departments must a free high school have?

A. It is likely to have but one, unless very large, so as to need to

be divided. It is usually the highest department merely of the public schools of the place, following a prescribed course, and expecting some aid from the state.

Q. Having voted money enough to run all the schools for a year, including the high school, must we, if we establish and run the school as a "free high school," raise an additional and separate amount?

A. No; it is only necessary that there be appropriated and expended what is requisite, in addition to the amounts "required by law to be expended for common school purposes."

Q. Can a high school altogether in the country be aided?

A. Of course it can, if it is duly formed and comes up to the minimum standard. The original and express object of the high school measure was to encourage the formation of such schools in the rural towns, where none exist; but the result has been, with a few exceptions, that existing schools have come forward and got the money. By all means establish a country high school in your town, if you can.

Q. What are the necessary steps?

A. First get the town to vote to establish the school, then let the school boards of the town meet and choose a high school board, and then follow the law and directions.

MISCELLANEOUS.

Q. Can the chairman make and second motions, and make speeches, like other persons at the meeting?

A. The duty of the chairman is to attend strictly to his own proper business. He has a right to vote, on every question, but if he wants to make a motion, or to support or oppose one, he should call some one else to the chair.

Q. If the annual meeting adjourns indefinitely, leaving business undone, is the board to do it afterwards?

A. The board cannot do anything that the district neglected, except as prescribed by law. It can and must raise money for five months' school, if the district fails to, up to the third Monday in November; it is also to determine the things named in section 19, subsection twelfth, if the district does not determine them at the annual meeting. Otherwise business not done at annual meeting may be done at special meeting, except the election of officers.

Q. Can the rest of the board hire the treasurer to teach? The county superintendent says it is lawful, and a prominent lawyer says it is not.

A. It is not a proper thing to do. If the board hires him, he cannot enforce the contract. If allowed to go on and teach school, and render services, he can recover for them.

Q. The president of our town board of directors has left. What is to be done?

A. First the executive committee would fill the vacancy in the office of one of the subdistrict clerks which would exist (see sec. 13). The vice president would naturally act as president until another was elected.

Q. Can the school census be taken before as well as after the 31st day of August?

A. It is material only to ascertain and report correctly the number of children of school age, resident in the district on that day. If necessary, a part of the work may be done in advance.

Q. We have raised $400 to build, but can't build now; may we not loan out the money, and get interest, till we can raise enough?

A. The law gives a district no power to do this. Had you better not borrow some money of the state, and build? Then you get the benefit of what you have raised at once.

Q. Is a refusal by a teacher to make term reports to the county superintendent, as required, a sufficient reason for refusing to renew the teacher's certificate?

A. In a general way, it is the duty of a teacher, by law, to report as required (sec. 45). A wanton and persistent refusal to discharge a known duty is inconsistent with the proper character of a teacher of youth. A superintendent must judge whether the refusal is of such a nature as justify extreme action.

Q. Is it proper for a superintendent to examine a near relative, and grant a certificate, when it is illegal for a justice of the peace to try a cause in which a near relative is a party?

A. There being but the one examiner in the county authorized to issue the certificate, the incongruity must be allowed. It would be well enough, if any intimation of possible favoritism was given, to have some other competent person test the candidate, and report.

Speak as you mean, do as you profess, and perform what you promise.

They aae never alone that are accompanied with noble thoughts.

EDUCATIONAL NEWS.

STATE TEACHERS' ASSOCIATION.

PROCEEDINGS.

The Twenty-Sixth Annual Meeting of the Wisconsin State Teachers' Association was held in the Opera House, at Geneva Lake, commencing Tuesday evening, July 16, 1878.

The Association was called to order by the president, James MacAlister, of Milwaukee, and in the absence of A. Earthman, the secretary, Albert Salisbury was chosen secretary *pro tem.*

Hon. J. B. Cassoday, of Janesville, was introduced and gave a lecture before the Association; subject, "Educated Statesmanship."

WEDNESDAY MORNING, July 17.

The exercises were opened with prayer by Pres. A. L. Chapin, of Beloit College. A. A. Miller, of Waukesha, was elected secretary for the session. Messrs. T. F. Frawley, W. J. Brier, and E. Dewey, were appointed a committee on the enrollment of members, the chairman to serve as railway clerk.

President MacAlister deferred the reading of his address, on "The Relations of Education to some Scientific Problems," and instead thereof, discussed the present condition and prospects of the educational interests of the state.

He commenced by laying down two propositions which he regarded as demanding the most careful consideration at the hands of educators: (1) The fact that man is the product of evolution. This was true of man taken individually, as well as when regarded socially, and the great need of the time was, that this law — for such it must be regarded — should be recognized in all education and its work coördinated to the successive stages in the development of his nature. (2) That our education should be made more practical. He did not sympathize with the foolish demand, now so rife, that all common education should be reduced to the learning of the three Rs. That was not in the direction of practical reform. What he insisted upon was that the schooling of children should be specially adapted to suit them for the actual work of life. This would require the discarding of some branches now considered as essential, and the introduction of others that did not enjoy that confidence of the public to which they were justly entitled. He mentioned, under the first class, Algebra, and under the second, Free-Hand Drawing and Music.

Mr. MacAlister then classified the educational institutions of the state under the four heads of (1) Common Schools, (2) Secondary or High Schools. (3) Normal Schools, and (4) Colleges and Universities. Each of these was passed rapidly in review and the reforms needed to render them more efficient and satisfactory were indicated in a comprehensive way.

Mr. A. F. North, of Pewaukee, presented a paper on "The Just Limitations and conditions of the Control and Support of Education by the State."

A discussion of the paper ensued.

Mr. Cornwall, of Albion, said that when a lad can read, write, and cipher, the state has nothing more to do with his education. Beyond that, education is private property; is not opposed to higher schools, thinks there is too much expense connected with higher school system. One man gets more salary than it costs to run a successful academy. It costs more to grease the axle of the Normal School Board than to run a good school.

Mr. Emery thought the high schools were under the supervision of the state.

Pres. Chapin said that the actual cost of a collegiate education is above the reach of nine-tenths of the youth of the state — relief must be had. This is what is meant by endowments. Private endowments have relieved the denominational schools. He sees no impropriety in allowing the state to help public education. But should it be free? Europe has hit the spot better. Small endowments and shall fees, as a matter of political economy; he objects to taxing all for the benefit of a few. He declares his entire dissent, based on thirty years' experience and observation, to any antagonism between the University and private colleges. He wants the work well and thoroughly done in both. He believes in the principle of competition. Let each stand on its own merit. Is more jealous of that influence which sends our young men out to New England for an education. He believes we can do the work here as well. Graduates will compare favorably. Can graduate at a college here and travel a year in Europe for what it costs at Yale or Harvard. He does not think public support should yet be withdrawn.

Prof. Rockwood — The habit of using the formulas used for centuries for foreign lands are used in criticising home government and its works; our government is another and different thing from those. The government is the people, acting in a certain manner for themselves. It is not a paternal abstraction acting *on the people*, but the people themselves. This destroys the reasoning of the first half of the paper, and the twenty educated at public expense are deemed an equivalent, by the people, to the one thousand who cannot graduate.

Prof. Kerr — Is the only representative of the University faculty present. He is proud that he is a graduate of Beloit. As a university man he says live and let live. God speed to all. It takes brain power to run a farm. He hopes that his son, after his Greek and Latin, will try to get honor in agriculture.

Prof. Wood — A fallacy is that an education is private property. An educated man gives back to the state more than he receives. It deprives no one of anything, nor is it generally profitable in dollars and cents to its possessor; but if the state receives the advantages of inventions and progress, the state should pay it back to the poor and needy student.

Sup't Whitford — Deems the paper of Mr. North more a criticism on certain institutions than as an exponent of any great principle. The state does exercise supervision, and a careful one, too. In his statement in regard to extraordinary expenditures of university funds, his figures do not represent the facts. Part is expended in buildings and in other general uses. What the state and the United States furnish, are endowments given for these special objects.

The present policy in regard to tuition, is not a policy established, but an experiment. An attack on our higher education is a dangerous experiment, because the argument would destroy our common schools.

Prof. North — The state *does not* examine the high schools. The county superintendent looks at them; the state superintendent cannot examine them. Colleges have received endowments from voluntary effort, from a sense of duty. But the states will weaken this feeling by assuming this duty.

The question is, What should the people authorize the state to do? We are not inimical to higher education; but we ought not to pay for these advantages. The reward should not be measured by dollars and cents.

Pres. Chapin moved that a committee, consisting of Messrs. Chandler and Salisbury, be appointed, to make arrangements for a trip on the lake, in the afternoon. Carried.

Sup't. Shaw read the paper of Prof. Carpenter on "Spelling Reform."

A discussion followed.

Prof. H. D. Maxon heartily endorsed the paper. He will speak for the Reform Association. There is need of harmony, if action is necessary. The Association has been under charge of the best philological scholars of the land. Their work cannot be changed for light cause. Let each sacrifice some pet notion for the good of all. He has taken interest in this work of reform in spelling, and hopes it will meet with the support of all.

A. O. Wright — It is not necessary to discuss need of reform. He speaks only to those who believe in reform. Our alphabet is the same as that used by many

other countries. We should, therefore, make our reform on a basis of no change in the alphabet, but that the spelling of the language should be reduced, to few rules not necessarily phonetic. Let us make the reform as easy as possible. Had we no alphabet; were our alphabet used by no other nation, we could organize on a better basis.

Prof. Rockwood then read a memorial of the Philological Association, to congress, in behalf of spelling reform, asking a commission to examine into the question and determine what can be done in the United States to bring about the reform.

Pres. Albee, member of the State Text-Book Commission, was called on.

He said this part of the work had fallen to Senator G. H Paul, but he could speak as a teacher. If the facts alleged are true, no more important question can come before us. Thinks the task of putting in all these diacritical marks in our manuscripts, would be a great task. We could learn the new characters of a new alphabet much easier than we could learn and make all these marks. He preferred a new alphabet.

The committee on excursion reported that they had arranged for a trip around the lake, in the afternoon, on the steamer Lucius Newberry. Report adopted.

Adjourned.

THURSDAY MORNING, July 18.

The Association was called to order by the president.

The "History of the Association," by Prof. Albert Salisbury, was accepted, to be furnished to paying members free of cost, and to other persons at an expense of ten cents per copy.

Mr. Reynolds moved that a committee of five be named to take charge of the Exhibitory Department next year — also, a committee on Nomination of Offiers.

Mr. Salisbury moved that committees be appointed of three each, on Finance, Honorary Members, and Resolutions. Carried.

Mr. Twining moved that a committee on Organization be named. Withdrawn.

Moved that the courtesies of the floor be extended to such strangers present as chose to exercise the privilege. Carried.

Moved that the election of president take place immediately before the close of this session. Carried.

Mr. Cummings, of Sparta, read a paper on "School Discipline."

Miss S. A. Stewart read a paper on "The Relations of the Kindergarten to the Public School."

A discussion followed the reading of this paper.

Mr. Reynolds said the paper was so excellent that we can not afford to spoil the effect by discussion. He moved the paper of Miss Stewart be requested for publication in the JOURNAL OF EDUCATION. Carried.

Mr. Cornwall thinks our schools are a pyramid on its apex, $400 for the primary teacher with 100 pupils, and $1,800 for a principal with 30 pupils.

Mr. North — Had been to Milwaukee to see the Kindergarten work. The regular teacher was absent, and was replaced by a substitute from the Normal. The conditions were favorable to see how the system would work in ordinary schools. He thinks this school was an asylum for the fashionably neglected children, the children of the over-worked. The results would not be equal to those wrought out by the mother having the proper feelings and right training. The mother can do the work better. Nor was it fitted for country schools, but a modified form might be introduced in primary departments of city schools.

Mr. Richardson would emphasize some points in the paper of Miss Stewart. The system is based on principles, common to all educational methods. The

system can be divested of many of its defects, and its form preserved in spirit, and adapted to common school work—from the first ten gifts of Froebel a system may be made to bridge from the concrete to the abstract. This work *can* be done better at home, but can we, therefore, leave it out of our school? We have to take the children as they come, with or without preparation. We must carry out the philosophy of education in every step. Again, if the system is introduced, it will be costly. But, modified, it can be brought within the means of all.

Mr. Schilling, of Delavan—The mother cannot do all this work. The state ought to do something to help the mother keep these children out of the street. It is cheaper to do this than to pay $40,000 a year to the Reform School. Parents have to send children to school too early. What shall the teacher do with them?

Mr. MacAlister stated the fees at a private Kindergarten, in the most favorable part of Milwaukee, to be $30 per year. Even at these advantages, the school lacks adequate support.

W. H. Chandler, wishes to say, as a representative of a department of state education, that no department of the educational work is more sensitive to the opinion of this Association than Normal School work. The Board have not yet determined to go into Kindergarten work, nor will they, till there is more unanimity in its favor. The Normal Schools derive their support from lands in the sparsely settled and remote parts of the state. But for these parts of the state Kindergarten is unfitted by confession of its friends. There is but one point where such a section could be attached to Normal School work, with any hope of success. Any delay on the part of the Board to adopt this experiment would be the result of judgment and not of disrespect to the opinion of this body.

Mr. Albee—Water will not rise above its source. Primary and common schools can not work up material to teach and manage common schools. They must have a higher education. That is, the culture of higher ideals. Graduates of colleges and high schools are often failures in primary work. They have not been at the source of that kind of work. The school drill for teachers should bring the pupil teacher down into close contact with child-nature. Not that he may be a Kindergarten teacher, but that he may be brought to a feeling of brotherhood with children. These teachers must be taught fatherhood and motherhood. Cannot the state do something to secure this help, to bring these young teachers closer to their work? The mechanics of our system would hardly need change.

Miss Stewart—There is always difficulty in moving large bodies. Of this we do not complain. But we do complain that the Board have not made this subject an ultimate object. They have not prepared for it. There will be but little additional expense. This will be but bringing the Normal School down a little nearer the Primary School. Every graduate should be able to reach down to every child and raise it up through all grades.

There is no doubt but the funds spent on reform schools would be better spent on good primary work. Yet in human nature we cannot expect that reform schools should be entirely superseded.

Mr. Brosius being absent, the paper on "Physical Education" was omitted.

Prof. Searing being absent, his paper on "Administrative Reform in Public Education" was deferred.

Prof. Kerr read a paper on "Standards of Admission to College."

A discussion followed.

Mr. Shaw—The two years in the classical sub-freshman represents our High School course of three or four years. The two courses are not on a par as to time and study. Less work is required in the general science course. The grammar school student can go into the scientific sub-freshman. This is an unjust discrimination between the classical and scientific course. On the other hand we teachers are apt to talk up what we can teach and decry what we cannot. Not all of us had opportunity to master the clasics in the early times of our state. We should be careful to regard the good of the pupils, not our convenience.

Mr. Reynolds—Is glad to hear the plea for classical education by Mr. Shaw. One fallacy west of the Hudson is, that numbers make a school. But this fallacy is weakening. We begin to see that culture makes the school. I am an inflexi-

ble friend of the classical course. I am also a friend to the University. I have heard that the examinations for admission to college are not equal to those of the principals of High Schools. The High Schools will answer the demands of the examination required. Higher standard can be secured by higher demands, if it can be done in no other way. This examination is a supervision of our school work. The standard of education in High Schools, in New England, has been elevated just as Harvard and Yale have revised their standard of admission.

Sup't Whitford does not think our High School law in its object and scope has been correctly understood. It is not primarily to fit for college, but for the practical pursuits of life. As an illustration, in our Institute work the total number in attendance was over 4,600, and nearly 2,100 were prepared in our High Schools for teaching.

Mr. Cornwall opposed higher education by the state.

Mr. Albee asks Mr. Kerr, Do the faculties lay greater stress on those branches which are not to be followed in college, than on Greek, Latin, etc.? Mr. Kerr stated that more students are conditioned on Grammar and History, than in all other branches. Those subjects are supposed to be mastered before they come to college. On the others they still have time to make up.

Mr. Kerr — You cannot judge of the character of a college by its entrance examination. It is hard to get into some colleges but easy staying there. University takes a middle course, students are apt to be dropped during the first year. The one year's scientific course is severe. More persons break down in that year than in any other year's course.

The following committees were then appointed:

Exhibitory Department — R. W. Burton, Alex. Kerr, M. T. Park, W. H. Richardson, W. A. Walker.

Honorary Members — J. Q. Emery, W. H. Chandler, S. S. Rockwood.

Resolutions — J. B. Thayer, A. F. North, W. H. Beach.

Nomination of Officers — A. J. Hutton, W. A. Walker, D. H. Flett.

Finance — F. W. Isham, J. H. Cummings, C. E. Spinney.

Moved and carried to take an informal ballot for President, and Alex. Kerr and C. A. Hutchins appointed tellers.

Mr. Reynolds nominated Mr. A. O. Wright, and Mr. Frawley nominated Hon. W. H. Chandler; whereupon 114 ballots were cast, of which 100 were for W. H. Chandler.

On motion, this was declared formal, and Mr. Chandler was declared elected.

An invitation was received from the Principal of the Lake Geneva Seminary, to attend an evening entertainment at Oakwood Grounds. The President was instructed to express the thanks of the Association for the invitation and to inform the Principal that the invitation would be accepted.

It was voted that the Association finish the programme this afternoon.

Adjourned.

THURSDAY AFTERNOON.

On motion, the rules were suspended and Pres. W. D. Parker was elected permanant Railway Manager for the Association.

The report on "Course of Study for Mixed Schools" was read by Hon. W. C. Whitford, the other members of the committee being W. H. Chandler, R. Graham, W. A. Walker, and Samuel Shaw.

Voted to adopt and publish the report.

A paper on the "Metric System was read by S. S. Rockwood, and one on the "Signal Service," prepared by Sergt. S. W. Rhode, of Milwaukee, was read by Mr. Richardson.

Mr. MacAlister said the Signal Service had its inception in the brain of that modest man, Dr. I. A. Lapham, of Milwaukee. The application of it to commercial and humane purposes is due to Hon. Halbert E. Paine, late member of congress from Wisconsin.

Short reports on the condition of education in the state followed.

Mr. Wood, of Oshkosh. — School matters seem to be going on well. An attempt had been made to throw out the classical and higher branches. This could not be done. The people will support the High School.

Mr. Roby, of La Crosse.— There has been some agitation on the High School question. But they are now putting up a High School building at a cost of $23,000, including site. Are attempting a system of special promotions, in connection with promotion at annual examination. Attendance of ninety-six per cent. Two hundred and twenty-six cases of tardiness, one hundred seventeen less than last year. Enrolled. 2,200.

Mr. Beach, of Beloit. — Are slowly increasing the range of studies. Expect to have a class of girls studying Greek next term.

Mr. Kinney, of Darlington. — Interest is high and growing. The value of the school house is greater than that of all the churches. The common schools in the neighborhood are better than often represented, generally, but there are some evils in hiring teachers. A dollar a month will sometimes decide the choice, instead of merit.

Miss Clapp, of St. Croix Co.— Our schools are doing good. We have three points: 1st. Visiting schools. 2d. Interesting the people in the work. 3d. Education of teachers.

Mr. Harvey, of Sheboygan.— High School consists of young pupils. The best work must be done in the lowest rooms. There are over 3,000 of school age, but only 1,120 in public schools; many are in church schools. Large portion are German and the work is largely in Language.

Mr. Reynolds, of New Lisbon.—Is not going so far from the sources of inspiration. He has been in the state twelve years. Has been well used. He is naturally pugnacious, but is determined to let all alone who would let him alone. He has acted on the principle that all the good of the schools must emanate from the teachers themselves. Boards are not apt to strike out on a new line of policy. We are not aware of the great influence at our command. When we look at the great progress of education during the years of his stay, it is marvelous. He hopes the Association will go on in its work. He was with them in spirit. Minnesota is another state but not another people. All are one great people. Has been in the field twenty-six years. Has an ardent hope to serve four years more. He wants to serve thirty years in the service of the public schools.

The report of the committee on Nominations was presented and adopted, and the following persons were declared elected to the offices named:

Vice Presidents — Rev. A. O. Wright, J. H. Cummings, and Miss Betsy M. Clapp.

Secretary — A. A. Miller.

Treasurer — T. F. Frawley.

Board of Councilors—Jas. MacAlister, G. S. Albee, D. McGregor, W. A. Walker. and H. C. Howland.

The following persons were elected honorary members: Hon. J. B. Cassoday, Rev. Geo. T. Ladd, C. E. Buell, Esq., Dr. G. E. Catlin, Prof. W. J. Warner, A. F. North, E. H. Sprague, Sergt. S. W. Rhode, Prof. Piper, Sterling, Illinois; Prof. H. Freeman, Rockford; Jas. Hanan, Chicago; Prof. Bridges, Elgin, and Prof. B. L. Dodge.

It was voted that Mr. Cummings, Rev. Mr. Ladd, and Sergt. Rhode be requested to furnish copies of their respective papers for publication in the JOURNAL OF EDUCATION.

On motion, the remaining copies of the History of the Association were placed in the custody of the treasurer for sale and distribution.

The Executive Committee were instructed to publish the minutes and papers of this session in the JOURNAL OF EDUCATION, paying therefor such sum as may be agreed upon.

Mr. MacAlister extended an invitation, in behalf of Dr. Hoy, President of the Wisconsin Academy of Sciences and Arts, for the members of the Association to attend the annual meeting of the Academy, to be held in Milwaukee the present month.

The Finance Committee reported the treasurer's account correct, and the report was adopted.

The Committee on Resolutions made the following report, which was adopted:

Your Committee on Resolutions beg leave to report as follows:

Resolved, That the hearty thanks of the Wisconsin State Teachers' Association are due —

1. To Dr. G. E. Catlin, C. E. Buell, and W. J. Warner, of the local committee, for their efforts to promote the interests of our meeting; to the citizens of Geneva for their generous hospitality; to the hotels, for reduced rates; to the school district, for the free use of their school building and the Opera House, and to the Geneva Lake Seminary, for the offer of the free use of its building, and its proffered entertainment for this evening.

2. To the Chicago & Northwestern, the Chicago, Milwaukee & St. Paul, the Chicago, St. Paul & Minneapolis, the Wisconsin Central, the Milwaukee, Lake Shore & Western, and the Western Union railroads, and to the stage and steamboat lines, for reduced fare.

3. To the Hon. J. B. Cassoday, of Janesville, and the Rev. George T. Ladd, of Milwaukee, for their able and instructive lectures.

4. To Prof. Albert Salisbury, for his valuable labors in preparing the History of the Wisconsin Teachers' Association, and to Pres. W. D. Parker, for his efficient services in preplexing emergencies.

5. To President MacAlister and the other officers of the Association, for the prompt and efficient discharge of their duties, rendering the sessions of the Association pleasant and profitable.

6. To the Press generally, for many favors; to the Chicago *Tribune*, the Milwaukee *Sentinel*, and especially to the Geneva *Herald*, for the very full daily reports of our proceedings.

7. To Sergeant Rhode, for his valuable paper on Signal Service, and his kind invitation to the teachers of Wisconsin to visit his office in Milwaukee and receive such other information as they may desire.

The Report was adopted.

Prof. Salisbury presented the following resolution, which was adopted:

Resolved, That the sense of the last sentence of Art. II, of the constitution, is hereby declared to be, that persons once elected honorary members may become active members in any year thereafter by the payment of the prescribed fee.

Mr. Emery presented the following resolutions, which were adopted:

Resolved, That the Board of Regents of Normal Schools are hereby respectfully requested to take into consideration the advisability of establishing a Kindergarten in some one or more of the State Normal Schools.

Resolved, That the President of this Association be requested to forward a copy of the above resolution to the President of the Board of Regents of Normal Schools.

The Exhibitory Department was perhaps the most attractive feature of the Association. Although the exhibit was very small, owing to the negligence of the proper officer, yet a beginning was made which at once removes the experimental

character of the department and assures its success. Great credit is due to the gentlemen who took hold of the work at a late day and pushed it forward. There can be no reasonable doubt that it will will prove of great value to the schools throughout the state.

At six o'clock, the business of the Association being completed, President MacAlister thanked the Association for its kind treatment of himself and declared it adjourned *sine die*.

A. A. MILLER,
Secretary.

WISCONSIN TEACHERS' ASSOCIATION.

One of our veteran teachers, who is about entering a *field* of labor somewhat further *north*, and out of the state, thus discourses on the Association, in the La Crosse *Republican*. The article is not an unfit accompaniment to the papers given this month, and to the record of proceedings.—EDRS.:

To the Editor of the Republican and Leader:

It is now twelve years since we first attended a meeting of the Wisconsin State Teachers' Association. That was in 1867, in this city. Many men then prominent in the work of education are no longer seen in our gatherings. Some are dead, some have left the profession, and some are teaching in other states. The meeting of 1867 was honored with the presence of the chief magistrate of the State, as were several succeeding meetings, and he gave us encouragement by his words of sympathy; and the teachers of this State will always retain a grateful remembrance of Hon. Lucius Fairchild, the only governor who has favored our assemblies with his presence, entertained us at his home, encouraged us by his words, and given formal expression to his profound appreciation of our work.

It is interesting to note the changes that have taken place in the Association. A large number of young men have been added to its membership, and those who met in La Crosse in 1867 are now among the older members. We can see that great advance has been made in the educational opinions of the older members, and that their views are more clearly defined. All are more profoundly impressed in regard to the necessity of giving more attention to improving our country schools, to strengthening and fostering our normal schools, and also in regard to the important relations which the State University and the colleges sustain to all grades of schools below them.

In the meeting of the Association just held at Geneva Lake, we could see that there were no backward steps. There was a more emphatic expression, it appeared to us, than we have ever before heard in favor of higher education, in favor of kindergarten work as adapted to the public schools, and also in favor of classical studies; while at the same time there appeared to be less tenacity for scientific studies. There appeared also to be a growing conviction that the study of the English language should receive far more attention in our schools than it now receives; and that, too, without sacrificing the ancient classics, especially Latin. It begins to be seen by many, that the primary schools cannot be elevated in their character until a more thorough higher education is secured, by which the teachers of the primary schools may be better fitted for their important office.

These meetings of the Association are by no means an unimportant affair. In them is devised and discussed the educational work done in the State. and all or nearly all the progress that has been made in educational affairs in Wisconsin for the last twenty-five years has emanated from the Wisconsin Teachers' Association. Legislative bodies and boards of education do not often adopt new lines of policy in education until this policy has been discussed, matured and brought within the scope of a practical dealing by the educators themselves. These educators are the pioneers and advanced guard in the great work of building up educational institutions, and they are entitled to a fair hearing and deserve the considerate judgment of our people.

These gatherings of educators are without expense to the State, while the State receives all the benefits resulting therefrom.

The conclusions reached in the discussions held are as beneficial to the cause of our civilization as the deliberations of our legislative bodies, without the political intrigue and corruption of the latter. These meetings are held at great expense of time and money to the teachers that compose the Association.

The reduction of fare by the railroads and hotels is an indirect benefit to the State, which should be appreciated by all. This reduction will, without doubt, amount at each annual meeting to not less than one thousand dollars. In the recent meeting there was probably an attendance of two hundred and fifty teachers, and if we place the average expense of each teacher at twelve dollars, which is a low estimate, the total expense was not less than *three thousand dollars.*

Some of the teachers, especially ladies, meet this expense at great sacrifice. This is not written in any complaining spirit, but to show that these educational workers are entitled to some consideration for the efforts they make to advance the cause to which their lives are consecrated.

The educational advantages with which the State of Wisconsin is highly favored are the result of the study and the deliberations of the teachers in charge of our schools, and the measures adopted by the legislature are simply the conclusions that have been reached in the gatherings of the "Wisconsin Teachers' Association."

B. M. REYNOLDS.

EDITORIAL.

EDUCATIONAL TELESCOPES.

See Reg. No. 1301

The papers read at Geneva are marked by a wholesome conservatism. Not to advert to them all in detail, we will instance the papers on the reformed spelling, the kindergarten, and the metric system.

It used to be common to describe disproportioned and impractical educational views as hobbies. Parties who were noted as urging such views were spoken of as riding hobbies. We think a new figure of speech is more applicable just now. Various reforms are advocated which are not so much visionary or impractical as remote and difficult of realization; and the mistake of many consists in looking at them only through an educational telescope, and bringing them apparently

near, while to the ordinary, matter of fact observer, who looks at things coolly, out of a common pair of eyes, they are seen to be, as they are, a good ways off.

The reformed spelling is one case in point. A reform is desirable, is necessary, is sure to come. But it is out of the question to make it come rapidly, or by great leaps. It is not a matter about which people can be excited, or roused to enthusiasm. You may convince a common man, of good intelligence, that it would be a great pecuniary saving, but he considers that the saving to him would of no great account, and don't care to bother. You may show him that it takes twice as long for a child to learn to read as it need to, but he does not remember any particular difficulty in learning to read, and is rather of the opinion that he spent half his time at school, as it was, in mischief, or in misdirected occupation; under a restraint at which his instincts rebelled. He is of opinion that you most need to have better teachers and better ideas of school work than the present ones. And if you try to get publishers to inaugurate the reform, they consider the capital they have in type and stereotype plates, and books already printed — some of them not too salable now — and the slowness of custom to change; and they take little stock in the enterprise.

And yet the reform should be pushed, and persisted in, and by degrees it will be brought about. If the spelling of one hundred words is simplified and shortened, insensibly, but universally and permanently, in ten years, that will be a real gain. We think Prof. Carpenter takes a sensible view of the general subject.

Next comes the kindergarten. In this state, roughly speaking, are about 125,000 children, we suppose, of kindergarten age, if that is from three to six. Of these we estimate one-fifth to be in the independent cities — 25,000. In three or four, or a half-dozen of these cities, we think it not unlikely an attempt may be made, in as many years, to have kindergartens. Time alone will show with what degree of success. For the state at large, the institution is a present impracticability, and long will be, with slight exceptions. We do not affirm that it may not, in some modified form, be widely introduced in the future; but at present the people, the legislature, and a great share of the educational public themselves, are unmindful of so simple and useful and feasible a reform as unifying our fragmentary school system — in other words, putting into operation a town system. We think the normal school board have shown a wholesome conservatism in not being in any haste about kindergarten work. They are not looking at it through a telescope, it is evident.

The $25,000 of the high-school fund gravitates to the centers of population. The cream of the normal school work goes the same way. The people in the country will be willing to see first a state school tax, which turns the tables a little in their favor, before there shall be much expenditure, from any public fund, in reference to kindergarten work from which they can derive no benefit.

Prof. Rockwood presents the difficulties connected with the metric system reform so well that it is not necessary to say anything further. That matter is one which is eminently practical and will be governed by the facts and necessities of business. The pedagogue may prove a thousand times over that the new measures are beautiful, but the farmer will long continue to use his bushel basket; and will be slow to adopt a jargon of new names, though some new measures may come into use. Still, the world moves, and moves faster than it did. P.

STATE CERTIFICATES.

The annual examination for State Teachers' Certificates for 1878, was held in the Assembly Chamber, August 13–16. The Board of Examiners consisted of Prof. Albert Salisbury of Whitewater, Prof. S. D. Carpenter of Madison, and Prof. G. W. Peckham of Milwaukee. Slight changes were made in the plan of examination, chemistry being dropped from the list of studies, and the standard for limited or five year certificates reduced from 75 to 70, so as to make a greater difference between the limited and the unlimited, or life certificates, for the latter of which an average of 75 is required. The applicants for the limited certificate were examined in the following branches: U. S. history, arithmetic, geography, civil government, algebra, physiology, reading, grammar, penmanship, geometry, physics, orthography and orthoepy, English literature, theory and practice of teaching, and the rudiments of mental philosophy. Applicants for life certificates are examined in general history, geology, political economy, and botany, in addition to the foregoing list, and must also pass a more thorough examination in mental philosophy. Eighteen candidates presented themselves and were examined in part or all of the prescribed studies. Of this number three were ladies. Upon the report of the examiners, unlimited certificates were issued to John W. Sercomb of Milwaukee, Dwight Kinney of Darlington, A. A. Miller of Waukesha, and M. McMahon of Kewaunee; and limited certificates to Misses Mary Lantry, of Manitowoc, and Hattie A. Salisbury, of Whitewater, and to Wm. S. Gordon, of Beloit. The examiners speak in high terms of the deportment and spirit of the teachers in attendance, and consider them as the best class which has been before them for examination.

River Falls Normal.—As the youngest of the four, and as an institution of great importance and interest to the northwest part of the state, we are pleased to give some words from a late prospectus of the Normal School at River Falls:

The school now enters upon the fourth year of its growth, and it is thus enabled to offer to students those lines of work which a full course of study implies. The faculty is full, the material resources will be made ample for the prosecution of all branches of the course, and such literary work will be done, as the needs of students warrant, to secure their entrance upon the regular Normal course at as early day as practicable.

The advantages of the River Falls Normal are especially commended to the attention of those teachers of common schools who wish for such influences as will reinforce their aspirations for more thorough acquaintance with the sciences which are taught in the common schools, and who would march abreast of the ever progressing art whose practice gives the Normal its characteristic feature. Teachers are invited to spend much or little time in the work of the school as their convenience dictates, and while the school will not undertake to do in a given time, specific work relative to preparation of teachers for any grade of county certificate, it guarantees the best effort of its faculty and of former students to stimulate teachers and students to noble aims and to full and ripe understanding of the business of life through the thoughtful investigation of worthy subjects.

It was intended to publish all the papers given to the Association, but those read by Messrs. North and Cummings have not been received, and there is found not to be room for the excellent lectures by the Hon. Mr. Cassoday, of Janesville, and the Rev. Mr. Ladd, of Milwaukee. The exposition of the Signal Service, prepared by Sergt. Rhode, has not been received.

ORDINARY school exhibits, by the way, are to the reality as a herbarium to a flower garden — some dried and labelled leaves. Three or four model classes, scientifically and artistically handled, illustrating the possibilities of work, say in reading and language, in numbers and geography, would give a better idea of what can be done; of a living school. Let the place which invites the Association consider it a duty to do its best in this regard, and prepare accordingly, but let there be competing classes. Is it too violent a flight of imagination to suppose a few wealthy citizens would send on there the competing classes? Could not our normal schools get up an Olympic contest? This would be rather more noble than a college boat race.

The outward, material appliances of education develop more rapidly than those which are more intellectual and invisible. This would be evident upon comparing a school-house of to-day, of the best class, fully furnished and equipped, with one of the best of thirty or forty years ago; or if the attempt was made to find what existed so long ago, in the way of school furnishing establishments, as compared with one of our first-class modern houses, such as that of A. H. Andrews & Co., in Chicago. School furnitnre formerly we had none scarcely, except such as the carpenter could make with pine boards. Even a blackboard was little known.

The exhibit of Messrs. Andrews & Co. at the Association was another illustration of our remark, if compared with the exhibit of school work. But the latter can easily be improved another year, if taken hold of with vigor and in season. The reason why material things improve more rapidly than intellectual processes; or why we may still find very poor teachers and teaching in fine school-houses elegantly furnished and comfortably seated, is not far to seek. It is easy to go to the tailor's and order a new suit of clothes, in the latest style, and put them on. Intelligence, culture, refinement, good manners even, are not so easily obtained. But we are moving in the inward as well as outward spheres of education.

The new "study desk," exhibited at the Association by Messrs. Andrews & Co., attracted much attention we hear, and received many enconiums, from normal school men and others. They inform us that experience has already dictated several slight improvements. We look with much interest to the result of the new departure, for the hygienic conditions of the school room are of very great importance. The peculiarities of the desk referred to are noticed in the August number. It has been introduced already in several places in this state, we learn, or is about to be.

NEW PUBLICATIONS.

QUESTIONS AND PROBLEMS IN ELEMENTARY PHYSICS. By C. L. Hotze. St. Louis: Central Pub. Co.

We have noticed favorably Mr. Hotze's elementary works in science, as well adapted to our high schools. The teachers of physics will at once appreciate the use of this book in making instruction thorough and practical. The answers to the Questions now issued will soon be published.

HARVEY'S GRADED SCHOOL SPELLER. Cincinnati: Van Antwerp, Bragg & Co.

This Speller, by the author of the popular grammars, is in the direction of the spelling reform. It introduces freely, but not unnecessarily, the diacritical marks of Webster for both vowels and consonants, and thus shows the correct pronunciation of every word, which is quite as important as the spelling. Dictation exercises are introduced through the book, which is so arranged as to be sufficient for all classes in a graded school. Part II introduces exercises in the transformation of words to good advantage. Intelligent teachers will be pleased with this speller.

ANDREW'S SLATE DRAWING BOOK. Chicago. Price 10 cts.; $1.20 per doz.

This little book just meets a want. It is cheap, simple, and judicious. "Children require no urging to draw, but when permission is granted there should be guidance." This book furnishes what the young teacher needs for this purpose. We see no reason why all the schools in the state may not have a dozen or two of them, the cost is so trifling. Prof McGregor, of the Platteville Normal School, as is well understood, prepared the book, though his name was by accident omitted. Address A. H. Andrews & Co., Chicago.

THE TEACHER'S TOPICAL NOTE-BOOK. By T. C. H. Vance, Prin. Ky. Normal School. Cincinnati: Robt. Clarke & Co. Price 35 cts. by mail.

This is a nice, compact little blank book, with an index on the margins, somewhat in the fashion of a ledger index, which embraces the various subjects of the teacher's work, from spelling to algebra, and from music to geology. The advantage is that the notes are put under their proper heads, and can be found in a moment. Any head not wanted can be changed.

WOODLAND ECHOES. Vocal Music for Schools. By S. W. Straub. Chicago: Jansen, McClurg & Co. Price 50 cts.; $5.00 a dozen.

Mr. Straub is author of the "Convention and Choir," "Crown of Glory," etc., and the title of this compilation, "Woodland Echoes," is suggestive of something fresh, breezy, and wholesome. Nor is the expectation disappointed. Freedom from silliness, a good moral tone, elevating sentiment, and a wide variety make up a very commendable School Singer, and the type of both words and music is commendably clear, while the principles of music are presented in a plain and concise manner. We like the book much.

COUNTY MAP.—Nicodemus & Conover, who advertise the New Sectional Map of Wisconsin in this number, have sent us a neat little map of Dane county, of the same fine style, and the same proportionate scale, as the State map. This is one of a series, which are just the thing for local geography. Address the publishers for terms.

NOTES.

SUPT. AGNES HOSFORD, of Eau Claire county, thus testifies in favor of the text-book system:

THE institute at Milton sent, the first week, eighteen subscribers to the JOURNAL OF EDUCATION.

THE institute at Alma, Buffalo Co., closed Aug. 16th, with a membership of fifty—twenty males, and thirty females.

WM. A. GORMAN, a graduate of the State University, takes the charge of the Sharon public school next year.

THE Mineral Point institute enrolled 126 teachers the first week.

THE register of the Milton Institute showed 89 members the first week.

THE institute at Galesville, Trempealeau Co., opened with 81 members — more expected.

IN Maine, last year, one hundred and fifty towns and cities maintained high schools one or more terms.

THE institute at New Lisbon had 71 members, nearly all ladies. Of these, 53 had attended high schools.

HENRY S. HULSE, who graduated at Milton College this year, has secured the principalship of the East Troy school.

THE institute at West De Pere, Brown Co. opened with about 60 members, Aug. 12th; and gave promise of excellent work.

MISS JULIA M. STANCLIFF, of Kalamazoo, Mich., has been appointed superintendent of Practice Teaching in the River Falls Normal School.

PROF. F. H. KING, recently a student at Cornell University, fills the professorship of Natural Science, next year, in the River Falls Normal School.

MISS MARY A. FARRAND, of Ann Arbor, Mich., has been elected teacher of English Language and Literature in the Whitewater Normal School.

MISS L. S. CLARK, of Madison, a graduate of the State University, teaches, the coming year, the grammar department of the Black River Falls High School.

MISS ANNA S. CLARK has been transferred from the Oshkosh Normal School to the River Falls, and gives instruction in music, drawing, and penmanship.

MRS. L. L. COCHRAN, who taught a portion of last year in the Oshkosh Normal School, has been promoted as teacher of the preparatory class of the same school.

O. N. WAGLEY, who graduated with valedictory oration at the Whitewater Normal School at the last commencement, has been engaged as the principal of the high school at Necedah.

CHAS. N. BROWN, of Utica, Dane Co., takes charge of the high school in Horicon, next year. He has taught successfully several public schools in his own county, and in Illinois.

MISS F. C. TIMANUS, of Chicago, a sister of Mrs. Ellen C. Craft, the successful Sunday School worker, manages, next year, the primary grade of pupils in the Whitewater Normal School.

EX-SUPT. SEARING is very busy at work on his first six books of Homer's Iliad. It is half completed, and he expects to place it in the hands of the publishers by the opening of the winter.

PROF. L. C. WOOSTER, a graduate of the Whitewater Normal School, and lately a teacher at Greeley, Colorado, has been elected professor of Natural Science in the Whitewater School.

MRS. M. E. JENNESS, for several years the principal of the Washington Public School, at Minneapolis, Minn., teaches English Language and Literature, next year, in the normal school at River Falls.

THE school at Two Rivers opens Sept. 9th, with the following corps of teachers: Prof. C. L. Powers, principal; Lillie Bushnell, assistant; Julia Pierpont, Mary L. Shove, Lizzie Hayes, Mary Walsh, and J. Arnstein, in the lower departments.

MISS MARY L. ALLEN, the successful teacher in the primary department of the Whitewater Normal School the past two years, was elected to take charge of the same grade in the River Falls School. She is prevented by illness from filling the position.

SUPT. AGNES HOSFORD, of Eau Claire, says in a communication to the school districts of her county: "Above all things avoid a district quarrel, which is not only a present evil, but leaves its baneful influence on the whole community for years to come."

ARRANGEMENTS have been made for holding three additional institutes as follows.

County.	Place.	Time	Du.	Conductor.
Milwaukee, 1st Dist.	Oak Cr'k.	Oct 14	1 w	A. F. North.
Dodge, 2d Dist.	Mayville.	Oct 14	1 w	A. Salisbury.
Dodge, 1st Dist.	Lowell.	Oct 21	1 w	D. McGregor.

HOSEA BARNS will conduct the institute at Shawano, beginning Sept. 9th, and continuing one week. The public school house is the only building in the place suitable for the institute, and it would be occupied by the school after the second week in September; and hence the necessity of the changes in the time and conductor.

SUPT. RATHBUN, of Buffalo Co., writes in reference to his institute, held at Alma: "To say that it was a success, but very faintly expresses the opinion of those who attended. It was the first two weeks' institute this county has ever been favored with, and every member had brought home to him the inferiority of the work, both in quantity and quality, done in an institute of four or five days duration."

SENATOR A. D. ANDREWS, of River Falls, a member of the normal school board, returned the first week in August from a trip of three months in Europe. He has greatly enjoyed his journey.

SUPT. PHILBRICK writes from the Paris Exposition, that "while the educational exhibit from the United States is somewhat limited, it is certainly both attractive and valuable. Belgium has the most remarkable educational exhibit in the Exposition, and one that has evidently been prepared at great cost of time, labor, and money."

MISS A. J. CRAIG, of Palmyra, the daughter of the late Hon. A. J. Craig, former Superintendent of Public Instruction, graduated, this summer, at the school of Oratory in Boston, Mass. She has been engaged as the teacher of Elocution in the State University, next year. Her readings are highly commended.

THE attendance upon the Normal Schools for the year ending Aug 31st, was as follows:

Schools.	Norm'l Dep.	Train'g Dep.	Total.
Platteville.....	224	235	459
Whitewater ...	315	137	452
Oshkosh.....	374	241	615
River Falls....	100	259	359
	1,013	872	1,885

A CLASS of school girls, highly educated on the newest principles, was pouring forth to the Bishop of Manchester a list of Latin words, with the English equivalents, and they came to the word which we elders should call *vicissim*. "We-kiss-im," said the girls, "we-kiss-im, by turns." "Ah, do you!" answered the Bishop; "then I don't wonder at your adopting the new pronunciation."

THE Teachers' Seminary of the Holy Family, at St. Francis, Milwaukee Co., is a Normal School, under the management of the Catholic Church. Rev. Theo. Brunner is the rector, and he also has charge of a collegiate department in the same institution. The average attendance in the teachers' seminary, last year, was fifty-five, and in the college about twenty. The fall term opens Sept. 4th.

THE attendance upon the institute at Richland Center was 64. The Observer, published at that place, says: "The attendance has not been quite up to the standard of the past, but enough have participated to render it pleasant and profitable. The conductors, Profs. Reynolds and Nye, have secured the highest commendation from the teachers." The former lectured an evening upon "The Fitness and Unfitness of Our American School Teachers."

MISS LIZZIE S. SPENCER, of Evansville, and a graduate of the State University, has been secured as the teacher of Natural Sciences in the Female College at Fox Lake. She will be an excellent addition to its faculty.

A NEAT catalogue of the Wisconsin Female College, at Fox Lake, has recently been issued. Seven teachers were employed last year, with Rev. A. O. Wright, M. A., as the principal. There were in attendance 166 students, a gain of 39 over that of the previous year. Of these, 81 were collegiates, and 69 academicians; the balance being music scholars and specialists. The fall term opens Sept. 4th. The institution is evidently doing superior work.

SUPT. TRACY also says to the school officers: "See that there is a uniformity of the textbooks used in your schools. Much precious time and money are wasted in several of our schools through lack of uniformity. In many cases the teacher is compelled to form two or more classes, when there should be only one; and thus the time for each recitation is shortened, and the general interest greatly lessened."

AN article in the National Journal of Education, on the educational exhibit of this country at Paris, states that "Milwaukee prepared a great many volumes of new things. The State University, and all the Normal Schools of Wisconsin, are finely represented." In regard to the awards of the prizes, it says: "The American exhibition has received a very liberal share of them, in fact, a share out of proportion to the space occupied, but not out of proportion to its just merits. The JOURNAL OF EDUCATION gets a bronze medal, the highest award of any educational journal in any country. It is a matter of congratulation also, that Dr. Henry Barnard receives a medal for the vast range of his educational labors, as represented by his twenty-six volumes of educational matter."

THE Burlington High School had 102 pupils last year. It graduated 19 of these June 28th, all of whom are prepared to enter either the Classical or Scientific Course of the State University, or some of other college. This school has four departments, and has secured a permanency among the teachers and officers, which is of the highest advantage. The principal, Prof. E. R. Smith, has been engaged for his seventh year in the school; the assistant, for her fifth year; the grammar teacher, for her eleventh; the intermediate, for her seventh; and the primary, for her fourth. The president of the school board, is now serving on his twelfth year; and one of the directors on his fourteenth.

THE institute at Menomonie, Dunn Co., which closed August 16th, had 31 members. Though the attendance was small, the work by Prof. Earthman was excellent.

THE State Superintendent of Common Schools in Maine says, in his last annual report, that the work in the Normal Schools should be more largely professional and less academic

THE Inter-State Collegiate Association held at St. Louis, Mo., May 9th, last, adopted the following resolutions.

Resolved, That a committee consisting of the following named persons: Dr. Bateman, President of Knox College, Galesburg, Ill.; William Hyde, Dr. Wm. A. McCandless, T. M. Parvin, and Frank I. Moulton, of St. Louis; Geo. E. Pugh, Green Castle, Ind.; G. B. Hazelton, Oberlin, Ohio; and E. W. Martin, Mt. Vernon, Iowa, be appointed to take into consideration the following points:

1st. To provide for a permanent place of meeting for this Association.

2d. To provide for the incorporation of the Association under the laws of the state in which it shall meet.

3d. To provide a new constitution and by-laws, in which provisions shall be made for admitting to membership in the Association as trustees, and as an advisory board, Alumni of colleges concerned, professors of said institutions, and such distinguished persons as may take an interest in the Association. Said constitution to provide for contests in Oratory and Essay Writing, and Competitive Examinations in such studies as the Association may see fit.

Also Resolved, That the above committee have power to fill vacancies occurring in said committee, and that they be instructed to report at the next meeting of the Association, to be held at Iowa City, Iowa, the first Wednesday in May, 1879.

Hon. W. C. Whitford, the State Superintendent of Public Instruction, has been appointed by this committee as the member thereof from Wisconsin.

SUPT. TRACY, 2d Dist. Rock county, issued, Aug. 3d, a circular addressed to the school district officers. Among the sensible things which he presents, is the following:

"From teachers, monthly reports, I learn that several districts are still following 'the olden time custom' of extending the school term into or through the 'heated season' (July and August), much to the disadvantage of all concerned. There is always a great falling off in attendance, with a like decrease in interest on the part of those that remain. The extreme heat unnerves both teacher and pupils for doing vigorous and successful work. It is far better to divide the school year into three terms. If you are to have eight months of school during the year, let there be a fall term of two and a half months, commencing about the 10th of September; then a winter term of three months, commencing the 1st of December (for that is as early as the larger scholars will be in attendance), followed by a short vacation, and then closing with a spring term of two and a half months. Such you will find to be far more fruitful in good results than two long terms, one extending through the hottest of the season."

AN institute, two weeks long, was held at Reedsburg, Sauk Co., the first half of August. It was conducted by Prof. Twining, of Monroe, and Supt. Lunn, of Sauk Co. The members, 101 in all, enjoyed greatly the instruction, and commended highly the conductors.

PROF. D. MCGREGOR, who conducted an institute for two weeks at Lancaster, Grant Co., wrote in the midst of his work: "We have a very large attendance here—128 enrolled. The quality, too, is far above the average. It is, in all respects, one of the most satisfactory institutes I ever held. Profs. Sprague and Zimmermann are both doing excellent work."

THE Board of Education, Racine, at its meeting on the 6th of August, appointed Miss Eliza Christie, Principal of the First and Second Ward Schools; Miss Harriet Shaw, Principal of the Sixth Ward School; Miss E. Barr, Principal of the Father Matthews Hall School. Miss Jones, Miss Houghton, and the Misses Delia and Maggie Knight were elected teachers in the several primary schools.

A TERRIFIC storm and hurricane visited the section about Darlington the second week in July, blowing away the Marsh school house, eight miles west of Darlington, and the Wilson school house, five miles south. The Hamstreet school house, four miles southwest, was occupied when the storm struck it, blowing it all to pieces. All the children, thirty in number, were injured, several seriously. The school teacher, Miss Mather, had her collarbone dislocated.

C. J. COLLIER, superintendent of Jefferson county, offers about 70 different premiums for best exhibits of educational work at the county fair next September. The schools are divided into three classes, C, B, A, comprising one, two, and three departments. Prizes are offered for penmanship, map-drawing—Wisconsin, general exhibition, drawing of school house in which pupil attends school, specimen of business letter, programme of daily work, map of Jefferson county, with description, etc. This is a most commendable effort, and if repeated a few times will do a great amount of good to the schools of Jefferson county.

PROF. F. W. DENISON, the principal of the Marshall Academy, Dane Co., has issued a circular for the next year. The fall term opens Sept. 25th, and closes just before holidays. The former preceptress, Miss J. L. Terry, an efficient and popular teacher, is retained. Tuition is only $5.00 and $6.00 per term; and board from $1.50 to $2.50 per week. The academy is opened to both gentlemen and ladies, and prepares students for college, for teaching public schools, and for giving instruction in instrumental music.

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SCHOOL DISCIPLINE.

[Paper read before the State Teachers' Association, at Geneva, July 17, 1878, by J. H. Cummings, of Sparta.

When we consider our school work in its broad sense, that it is the work of developing men and women, not only to *take* a part in the work of life, but *be* a part, we find it consists of two unknown or indefinite quantities, instruction and discipline. For some reason the methods and aims of instruction have received nearly all the attention of educators. Why this has been the case may seem apparent, but the reasons are entirely unsatisfactory. What the child is to learn in the regular branches, is to nearly all people and to a great majority of teachers, the sum total of the school work. With this narrow conception of the aim and object of our public schools, it is not to be so much wondered at that the public mind in hard times becomes agitated with the school question, favors the abolishing of high schools, or the cutting off of particular studies. Nor is it to be wondered at that these sacred interests of the people are intrusted to men entirely incompetent to plan, control, or execute the work. The mass of the people conceive the actual acquirements in the studies pursued to be the best results of the child's career. It is not strange then that they fail to see the value of any but the so-called practical studies. We have ourselves, as a body of teachers to *thank* for this condition of things, for the public idea of what results should be is largely due to what the results are.

We have given much and earnest thought to the subject, "How shall we teach?" It has been the burden of our discussions. The subject of discipline has been largely ignored. The modifications

which we have made in the system of our fathers, have been such as have been unconsciously suggested by minds and judgments, strengthened by superior educational advantages. Not, however, to discuss the mental discipline derived from courses of studies more or less protracted, which we all know is not justly appreciated, I think that "School Discipline" or "School Government" has been neglected, not only in our deliberations as educators, but in our *individual* study of school work. We have been satisfied largely with a control which allowed us to secure effective work in the class room. We have given some attention, it is true, to uniformity of movement, and a few such embellishments as helped the school to make a pleasing show. We have not looked on school discipline in the light of a science, capable, in a more limited way, of as many phases of development as the science of civil government. As it is now administered, does it not resemble an *inert* civil government, which never makes a movement except to maintain its own integrity, which leaves the growth and prosperity of its people to some other developer? There is this difference, however: in our case, the government and governed are brought into intimate relations, and every effort on the part of the one will touch a responsible chord in the other. It is in just this relation that the teacher may do the most, and make our system of education really a system of developing all the powers of the child. The simple decalogue of the teacher: Thou shalt not whisper, thou shalt not turn around, etc., must give place to a systematic development of the subject of the conduct of life, just as the old style of teaching arithmetic or reading has given way to the modern, which shows not only how a single example is performed, but shows the subject in its entirety, developing it from the reasons of its beginnings to its ends. So it seems to me, should our narrow conception of school government give way to a broader study of the principles of life and living. Then we shall do more towards making of our scholars, citizens who are capable, not only of accurately meeting the requirements of the various vocations they may fill, but who shall think and act with discretion on the various subjects which present themselves outside the narrow pathway of the store, the shop, or the farm.

We catch a glimpse of what might be done, when we see the effects which have been unconsciously exerted by a teacher of noble, and at the same time very positive character, who has valued character above all else. Such a teacher, especially if remaining long in a place, has left an influence to be seen and felt for years, perhaps for generations.

What such teachers have done unconsciously, why cannot others be made to do consciously, and with method? The supply of almost everything is regulated by demand. If educators demand of themselves and their subordinates as much careful study and thought, as much a daily object in this branch of their work as in their instruction, who can say but that our schools would, in due time, be developing *characters* and *thinkers* as much stronger, as their *scholars* were more ready and expert.

It may be said that we cannot secure teachers who can or will do this. This is, I think, a mistake. Many of us require of all those who teach with us, not only careful preparation, but a written synopsis of the work to be done each day. Why should not the teacher give thought and study to the lesson of the day which she wishes to to impress upon her scholars in the way of learning to live? And why should not the principal or superintendent mark out a scheme of work, where lesson should follow lesson in graded system, tending to develop self-control, and a thorough impression at least of morality and sterling character? It is idle to say that this part of a child's training is to be done at home. The public school can take for granted nothing as being done at home. Neither can we say that this does not belong to our work. If it does not, we are not educators. It belongs to us not only on the broad principle that we are educators, it belongs to us in the economy of school work. If we have carefully observed, we have found that those who govern with the least effort, are those who have instilled into their scholars the principle of self-government. If this be true, it becomes of great importance to catch the secret of their success.

How far such a system of developing a self-governing principle can be carried, is of course a question which can only be answered after long experience and trial. We know that human nature is prone to evil. Evidence accumulates daily in gigantic proportions to every teacher; but I fancy that few of us can tell what proportion of this might be eradicated were the child to receive from his earlier entrance into school impressions, not only of the fact that he must obey, but also of the reasons *why*, and *the principles which underlie the reasons why*. We do not give the child enough credit for his understanding and reasoning powers. We tell him that he must not whisper. He sees no reason why. Perhaps, he is told that he must not do it because he makes a noise, but he succeeds in doing it and makes no disturbance, the teacher never discovers it. What then? He straight-

way instinctively swears that he can whisper, and not really disregard the wishes of the teacher. There must be some more wholesome reason than this. So it is with every regulation that is made. It should be based on some solid incontrovertible reason for its existence. Then, of course, it should be adhered to rigidly. We are often told that the fewer rules in a school room the better. In one way there is much sense in the saying, in another there is much nonsense. The fewer arbitrary rules laid down, the better undoubtedly, yet there are characters to develop, and regulations that effectively aid this cannot be too many.

I have spoken of the need of thought and study in preparation for this part of our daily work, and I would emphasize this necessity; for I believe that the natures which we have to bend while they are yet pliable, are more varied and individual than the minds. I believe the mental faculties, those that are brought into play in the class room, can be more nearly worked in one mold — after one method — than the remainder of those faculties, emotional and others, which more especially make our character.

I need not dwell on single elements of this subject, on punctuality, uniformity, and the like. The great influence they have on the character of the school and the scholar is patent to all. Their importance cannot be overestimated. I would simply emphasize the necessity that we not only realize the importance, and find the means of correction ourselves, but that we impress them on the scholars. In many of these respects, it can be our only effort to form the correct habits in the lower grades, but as the grades advance, the reason of the child can gradually take the place of the invention of the teacher.

In conclusion, let me say: May our leading educators remember that in proportion as we demand skill in this department of our school work, just in that proportion will teachers give it their attention, and attain the demanded skill. When the qualifications of a teacher are sought, let character be first, and let it be an active character which will never be satisfied with lack of it in others, — a character that looks not for the test of the teacher to the military precision with which the scholars march, but to the bearing and the capabilities to be men and women manifested by those who are soon to be such in *reality* or in *name*. The hope of our country is the capability for self-government of its people; but it is not that capability which is generated by constant and severe restraint, by the constantly felt presence of the authority of the teacher. It is the capability for self-government which comes of a love for law, order, and prosperity.

TEACHING AND SYMMETRICAL MANHOOD.

[Extract from a Lecture delivered before the State Teachers' Association, at Geneva, July 17, 1878, by the Rev. GEO. T. LADD, of Milwaukee.]

Passing by other subordinate ends aimed at by the art of teaching, we may come at the last to this one — Symmetrical Manhood — the loftiest and most perfectly balanced development and action of all the powers of man, in all their relations within the individual man, and in the relations of man with other beings — this is the end of all teaching. This end of the great art is surely lofty and comprehensive enough; for, this end of symmetrical manhood is also the end of all sciences, arts, politics, ethics, and religions. They are all inquiring together: How shall we realize the perfect men? And since we seem as yet, though this is the year 1878, and the trumpets have been for some time blown, in order to silence other noises, that all may listen to the announcement of complete victory—since we seem as yet a long way from attaining this symmetry of manhood, there is much inquiry, What is it? and how shall we go fastest toward the great ideal?

The catechism — a pamphlet of some years standing, with which you are all doubtless familiar — affirms that "the chief end of man is to glorify God and to enjoy Him forever." You will go for some time and by many roads before you find a better inn to lodge the traveler than that advertised in these profound words. But how else can we so glorify God and so enjoy Him, as by being ourselves, and helping others to become, perfect in manhood?

In the light of this idea, that the end of teaching is symmetrical manhood, I think we may read the true answers to many of the most puzzling practical questions over which he who would teach must often reflect. Doubtless, to some minds, this objection to my statement will at once occur: It is rather too vague and indefinite itself to lend much practical helpfulness to the earnest inquirer into the true end and art of teaching. Who shall tell us, to begin with, what *is* symmetrical manhood? To this objection I make this, for the present only partial, reply: Every art must consider its ideal end, in order that it may know the means which, as an art, it must use toward the realization of its ideal. Students of what there is in man, have not been so very far disagreed as to what arrangement and culture of man's various powers is ideally best. The outline strokes in the picture of symmetry of manhood are nearly the same when drawn by mas-

terful hands. Furthermore, we may try and see. If we try whether the art of teaching be not illuminated in its most practical aspects by holding it under the idea of symmetry of manhood, we shall see that it is so. This ideal end of all our effort, reveals the judicious means to be employed in the special effort of teaching. Many important truths follow at once from the adoption of this conviction, that the art of teaching is to be a means toward the culture of symmetrical manhood. To some such truths I shall be making reference throughout my discourse; some such I shall set forth more distinctly at its closing section. But let me now define more carefully my germinal and central thought.

The theme of symmetry in culture is an old and much cultivated theme. Whoever touches it at present should have either some firmer grip than that ordinary, or some more tasteful handling, in order to warrant his attempt. And yet, I cannot avoid the conviction that nine-tenths of all which has been said or written upon the subject, has gone almost wholly astray. Culture should be symmetrical; and the end of all teaching is to impart the utmost possible symmetry to the culture it bestows. But the ordinary conception of symmetry in culture is much too external and mechanical. If you will pardon the term — it is a thoroughly *wooden* conception. According to this conception, he is a man of symmetrical culture who knows a little, or, if possible, a great deal, of almost everything; especially of such items as go under the name of modern science. In other quarters, however, the ancient classics are set up as chief images of Apollo, the worship of which is necessary in order to be esteemed his true votary. The man of symmetry in culture is he who knows, or pretends to know, some of this and some of that, and some besides of a third, fourth, or hundredth something else. With this view of the end to be sought after in teaching, it is easy to see what use of means must be most indispensable, most popular. To know some of many things, and above all to know, becomes the sole measure of culture; to impart some of many things, and above all to impart that blending of facts and guesses which is called knowledge, becomes the sole aim of teaching. The knowledge becomes more than the knowing being; the being becomes a being who only knows.

In correction of this false conception of symmetry in culture, and so of the mistake as to the true end and judicious methods of teaching, let us remember what follows. Culture is not an external thing; culture is *in* the man. Symmetry of culture is not merely a good

arrangement of things to be known, nor merely the imparting of a good many knowledges. Symmetry of culture is the harmonious development and duly balanced quality of the powers of manhood. It is in and of the man. It depends, not primarily upon what he has been taught of the various forms of truth, but rather upon what he has himself become through the teaching. It cannot be laid on like a varnish, or brushed into the surface like a paint; no matter how highly commended and loudly advertised may be the varnish and paint. Should an artist want to produce for his study a model from real life, of the symmetrical physical manhood, what course would he pursue? He would be obliged, somehow, to induce his prospective specimen to make symmetrical use of all those powers, in the use of which physical symmetry is developed. Painting, padding, and external expedients, would not tend to secure the desired result. Mental culture is in the duly regulated use of all the mental powers. But further, man has other powers than those of knowledge; he has passions, desires, instincts, emotions, beliefs, conscience, will — and a spiritual nature overtopping and dominating all else. These powers will have their place, recognized or unrecognized, in his culture. Symmetrical culture is impossible without cultivating them all in due place and proportion. The extent and variety of the information imparted is not the only, nor the chief thing in culture; the thing aimed at is the growth — vigorous, correlated, symmetrical — of all the human powers.

I say then, again, that it is symmetry of manhood which is the ideal end of all intelligent teaching; and that this symmetry must be conceived of, and, as far as possible, secured, not in external fashion, by applying a smattering of many knowledges, but in interior reasonableness, by training all the powers of knowing, feeling, and willing, to act together in a strong and yet harmonious way. The harmonizing of the claims of different studies and methods to a place in the curriculum is to the end of producing the utmost harmony of soul. I have chosen the term symmetry of manhood instead of symmetry of culture, that I may the better impress this great truth. The aim of teaching lies in the pupil, in the whole nature of the pupil. The success of teaching is judged not primarily by the number of titbits of knowledge taken from all the various cupboards of human research, but by the appetite and muscularity and working force developed in those who are fed. No being, known by sense to us, but man, can have culture. No man has received *symmetrical* culture

unless he has been set upon the road toward a broad, generous, and lofty manhood.

This view of the relations existing between teaching and its ideal end in symmetrical manhood, which I have now somewhat carefully defined, I wish also to justify by pointing out certain ones of its underlying principles. Among them, the first to which I call your attention is this — that

Man is a being of exceedingly complex powers. The ancients called him microcosm. He is, indeed, a physically minute and yet nearly complete and orderly exhibition of whatever of material, forces, and laws, exists in the universe below and around him. And we may add with certain limitations — above him, too. Daring attempts have been made in recent years, and are still being made, prematurely to simplify both the larger and the smaller universe, the macrocosm, and the microcosm man. But in neither case has the success been large. Both the world and man, to us the centre of interest in it, stand before thought more mysteriously complex to-day than ever in the past. All things have been seen to be in various intimate connections, many of them hidden hitherto. Few things ever believed to be different have even down to the present, been identified.

After all our persistent and subtle modern research, the substances and forces of the universe are to thought still very complex. No theory of one kind of atoms and one or two kinds of force, yields one element of satisfactory explanation. If there are any atoms, so far as we know there are sixty-three different kinds. Instead of all forces being identified as one force, there are, to-day, so far as explanation goes, two kinds even of that one force, viz., heat, about the nature of which we know most. Radiant heat and conducted heat, still baffle the identifying effort of science. The only entity to which we can apply the term of one universal force, is that mysterious One Force which is in, and above, and works through, all the other forces.

As the case stands to-day, with nature, so does it also stand with man. Instead of his being reduced to an identity with the other exhibitions of law and force about him, he appears now more than ever unique and yet complex. No one substance or force or quality will go far toward accounting for him. One of the foremost thinkers in both science and philosophy, I mean Lotze, has revived the old title, which is, indeed, as new to-day as ever, and called by the term Microcosm, his greatest work. The intimate connection of body and soul in man is better acknowledged now than ever before; so also of brain

and mind, and of all the powers of man with each other and with nature at large. But man is still body and soul, brain and mind; a being, in brief, with something from all the rest of the universe within himself, of vastly complex and mysteriously connected, but still not identical powers. The nature of man is a mine so exhaustless, that the more we work it, the more lodes and dips do we discover, and at the same time the greater variety and richness of treasure reward us for our work. The closeness with which the so-called material and the super-material parts of the one manhood are brought together, does not tend to secure the final identification of the two by the destruction of the one or the other. That the organism is found to be so complicated in structure and wondrous in function, makes man appear more complex. The same statement is true of the structure and function of mind. The study of organism, then, enlarges our view of the complexity of man's powers; so also does the study of mind. On neither side of man's twofold being do new revelations make us wonder less because we have explained more, but rather wonder more because we see more to explain. Investigations in Physics and in Psychology unite to call forth the sentences of that master of insight who has himself been called the "myriad-minded man," "What a piece of work is man! How noble in reason! how infinite in faculties! In form and moving how express and admirable! in action how like an angel! in apprehension how like a god! the beauty of the world, the paragon of animals.

A FIFTH RAMBLE IN THE WORLD OF WORDS.

Words often have a curious fate as they pass from generation to generation, and in their changes of meaning they preserve many an otherwise forgotten item of history. It is said that no instance has been known of the conscious invention of a verbal root: new words are formed from old stems, or from resemblances in sound, on the principle of onomatopœia. As the stock of human ideas is continually increasing, it follows that the stock of words must forever increase, or words must be used with various shades of meaning: in process of time some meaning, originally only suggested by analogy, usurps the chief place, and forces the original meaning into the background, where it gradually grows obsolete. This is particularly true of all words used in an ecclesiastical sense; thus *bishop* (the Anglicised

form of *episcopos*), means an overseer; *priest* (the contracted form of *presbyter*), means an elder (the comparative of *old*); *deacon*, a servant; *pastor*, a shepherd, etc., etc.

The word *bead* has quite a history. It is derived from the Anglo-Saxon *biddan*, the primary meaning of which is, *to prostrate one's self at the feet of another;* the secondary meaning is, hence, to *pray*. The noun *bead* thus means a *prayer*. By what process has the word reached its present signification, meaning an ornament?

In the early days of the church, devout men framed short prayers which could be easily committed to memory to aid the devotions of the illiterate or less spiritual; and in the general decay of religious insight in the so-called dark ages, the idea grew up that there was some special merit in the repetition of these prayers framed by holy men. To keep account of the number of these repetitions, an instrument called by the fanciful name of *Rosary*, or Rose-garden was devised. "The rosary consists of fifteen decades; each decade contains ten *Ave Marias*, marked by small beads, preceded by a *Pater Noster*, marked by a large bead, and concluded by a *Gloria Patri*." Thus it was easy to transfer the meaning of prayer to that which kept count of the prayer, and *bead* passed from its original meaning to denote the balls of the rosary. As the rosary was carried in public, a natural love of the beautiful that was repressed in the ordinary form of ornaments, aided perhaps by a pious pride, soon caused the rosary to as-forms of elaborate beauty aud workmanship. Thus Chaucer describing his dainty nun, says:

> "Of small coral aboute hire arm sche baar
> A peire of bedes gauded al with grene;
> And theron heng a broch of gold ful schene,
> On which was first iwrite a crowned A,
> And after, *Amor vincit omnia*."

From their double use in the service of piety and of ornament, the present meaning grew into the mastery, and banished the original meaning of *prayer* entirely from common use. "To tell one's beads," was a Saxon expression equivalent to "to say one's prayers;" but the word no longer brings to mind its pious connotation; it means an ornament of a particular shape, and nothing more.

From the general shape and size of this ornament, we have generalized a new meaning — that of a small globular substance, and now the rifleman draws a *bead* on the game, when he takes a fine sight on it; the workman cuts a *bead* on a moulding, in imitation of the

pearls in the necklace; and the toper, as he holds his foaming glass to the light, admires the *bead* on the surface of the spirit. "What a fall was there!" from denoting a prayer to God, to denoting the presence of an intoxicating element debased to the service of appetite.

But the word has another use: From its original meaning, *to prostrate one's self*, comes the word *bed*, that on which we prostrate ourselves. From this original meaning come all the secondary meanings of the word. So we speak of the bed of a river, the bed of the sea; we call the foundation of a machine a bed, or bed-piece. From its shape, we speak of a flower-bed, a mortar-bed, a bed of coal, etc., etc.

Te word *guilt* now denotes the criminalty resulting from an action morally wrong: It originally meant no more than *that for which one must pay.* It is derived from the verb *geldan*, to pay. From this stem comes *gold*, the metal used in paying, and thus the word itself shows that it was the original standard of money-value; also *guild*, a brotherhood maintained by a tax, also the brotherhood itself, as the Guild of Merchants. As *bead* passed from a moral to a common use, this, by a reverse process, passed from a common to a moral use. From indebtedness it came to mean criminality. This change in meaning corresponds to a change in idea. Among our Saxon forefathers all crime was considered as something to be atoned for by payment in money. Each member of the body had its valuation according to the rank of the man; so much for an eye, so much for an ear, so much for each finger, and so much for each finger-nail, so much for each stab in the limbs or in the body; so much for each blow that left the skin black and blue; so much for the life of each man, graded according to the rank of the one killed. Crimes were considered as wrongs done the community or an individual, which wrong could be compensated with a sum of money. A man was of a fixed value to the state as a warrior, and if the state was deprived of his service, the man who did the injury should make it good. As the conception of law as something superior to individuals or state, gradually grew distinct, the corresponding idea of guilt advanced from that of a money obligation to that of a moral obligation. The crime was not only against the individual, but against law, and guilt ceased to mean debt, and came to mean an offense against Right.

A society has its *by-laws.* What does the word mean? Dr. Mahn, in Webster's Dictionary — usually good authority — says, "from bi, *by*, and lagu, *law.* There is a better derivation. From the verb *to be*, comes a derivative Saxon form *buan*, to dwell, from which we have

boor, a farmer. So the New York *Bowery*, takes its name from the Dutch *bauerei*, a farm. From this comes *bye*, a place, which use of the word is still retained in the plays of boys, as in the game of ball, to denote the places where the player is safe from the attacks of his opponent—now called bases. We find this as the termination of many English names, as Ormsby, Whitby, Grimsby, etc. *By* thus denoted a castle or village, and by-law was the local law of such a place in distinction from the law of the land at large.

University of Wisconsin. STEPHEN H. CARPENTER.

OLD WORLD NOTES.

In my last, I referred to the school furniture I had seen. Since that writing, I have seen more of it, both English and French, and I have seen no improvement. The seat, whether chair or bench, is invariably connected with the desk in front of it. The backs are low, where there are any, and altogether quite uncomfortable. Besides pitch pine, birch is much used for school furniture. Not only is this furniture awkward and poorly made, but it is very expensive. A teacher's desk, made of pine pitch and exposed in the Exhibition, has already been sold for five pounds.

Speaking of the Exhibition, leads me to say something of the educational departments. The United States, in this field, as well as in almost every other, has not done what she might.

The entire American educational exhibit is crowded into a room not more than twenty-five feet square. Many of the most valuable things are placed away under the tables, and can only be seen at a great disadvantage. Wisconsin has done more, in proportion to her population, than any other state. Canada has quite a display. England and France, the largest of all. A great part of the last two is devoted to industrial and art schools. France has several complete models of its common and art school buildings, which are very useful to any one seeking information about these things.

The French have a school running on the grounds. The ages of the pupils range from seven to ten. The room is well fitted up with appliances, such as globes, maps, geometrical solids, numeral frames, casts for drawing, etc. The ceiling of the room is concave and decorated with the constellations, giving the little ones, thus early, an op-

portunity to know something of the starry space. The manner of the teacher seemed to be very pleasant, and the pupils interested in the work. The particular point dwelt on was the practicability of of teaching *stenography* in the common schools and to such young pupils. I judged the teaching to be a success, from what I saw, as the little ones worked quite rapidly. A child would run out to some spectator and ask his name. He would go back and write it in that hand, and the rest of the school would pronounce aloud the name. This, of course, was done to convince the on-lookers that there was no humbug in it.

The countries of the Old World are doing very much for their subjects in the way of industrial and art education. Our people have not awakened to any considerable extent to the importance of these things, and unless they do, they must surely stay behind in the race. England is sprinkled with industrial and art schools, and they make a fine exhibit at the world's fair. By the way, I saw a parade of the Liverpool industrial school. The school was uniformed in green velvet. The ranks were nicely graded, according to size, and the ages were from eight to fifteen years. The largest boys headed the procession, and the foremost formed a brass band. It seemed strange to see the little fellows playing on such instruments, but the music was good, and the marching throughout the whole line was perfect. It altogether showed that while this was aside from the main work of the school, those in authority had a just estimate of this sort of training.

As I said before, the industrial and art exhibits of England and France are very fine. Not only are a great many of the productions shown, but the tools and appliances also, together with models of buildings. In the French exhibit is a collection of work in iron from one of its schools. The collection is very complete, embracing all sorts of implements and machines up to steam engines. The policy of the government, in these directions must be the right one, and France cannot but reap a rich reward in the future. It is a pity that our own government cannot see a little farther ahead in this direction as in some others. For instance, a proper provision for our whole exhibit at this Exhibition, so that the comparative failure of the American exhibit should not have been noticed by all. I hope that next year, at Milan, she will regain what she has lost this year.

I noticed that many of the schools at Paris are still running, al-

though it is the middle of July, and yesterday I saw the little Romans trudging along to school, satchel in hand.

Rome, July 17, 1878. W. S. JOHNSON.

OBITUARY — S. M. LEETE.

Sherman Morris Leete was born in Guilford, Connecticut, Feb. 2d, 1846, and died at West Salem, Wisconsin, Aug. 1, 1878, of consumption of the bowels and stomach. He came to Wisconsin in 1859, and resided in the state till his death, near and at West Salem, where he attended a High School during the winter of 1864–5, kept by W. S. Lasher, of Chicago. All further education, except what he obtained by private study, was acquired in the district schools of his native state and of Wisconsin. His career as a teacher began in 1863, in the town of Barre, La Crosse county, and he continued to teach district schools until the fall of 1870, when he became Principal of the Graded School at West Salem, a position which he filled, except for a year or two, until Jan., 1874, and with great acceptance, when he entered upon the duties of County Superintendent, to which he had been elected by the Republican party in the Fall of 1873. This position, together with that of Principal of the West Salem School for a portion of the time, he filled until Jan., 1878, when failing health compelled his resignation of both offices.

Mr. Leete discharged his duties as a teacher with marked ability, and he secured the full confidence and respect of his patrons and the sincere love of his pupils. The duties of County Superintendent, an office to which he was three times elected, he performed with the same fidelity, intelligence and ability that marked his career as a teacher, and such confidence did he inspire that he was allowed to hold the office of County Superintendent and the Principalship of the West Salem Graded School at one and the same time. Though he filled both offices at the same time, he was negligent of no duty that pertained to either.

In the Summer of 1877 he obtained a state certificate of good rank, and I have been informed by one of the examining board that no candidate presented himself for examination whose knowledge was more ready or at better command than that of Mr. Leete. But this excellence had been secured not without labor and cost. While performing the duties of the two offices which he filled, his private study

was continued with unabated effort; his physical powers were thereby overtaxed, the fountains of life were exhausted, his health broke down, and in the fall of 1877 he resigned the Principalship of the school; and, his health growing still worse, he resigned the Superintendency, and immediately went to Florida, with the hope of recovering the health which he had lost by over-work. The climate of Florida not agreeing with him he went to Atlanta and thence to Chattanooga. But in vain did he seek a milder climate. His disease was too deep-seated and too malignant to yield to the genial influences of a southern climate or to medical treatment, and in June he returned to his home, and, surrounded by friends and those he loved and who loved him, he calmly awaited "the dropping of the curtain."

It was but two days before his death that I sat for half an hour by his bedside. He received me cordially as I entered his room, took my hand with his usual friendly grasp, his face lighted up with his wonted smile, and he manifested his usual interest in affairs. And yet he was conscious that he had very nearly reached the goal. As I rose to leave he shook me cordially by the hand, thanked me feelingly for my friendly call, and thus we parted; he to cross the dark river, and I to spend a little more time here, when I too shall be summoned to follow my good friend, Leete. God grant that I may be as well prepared as he. On Thursday, August 1st, he died, a victim to an honorable ambition — ambition to excel in scholarship and in his profession. A wife and two children are left to mourn for the departed husband and father.

Mr. Leete was a man of sound moral and religious principle. At the age of twenty he united with the Congregational Church at West Salem, and continued a consistent member thereof until his death. In all that he did he was actuated by good motives and religious principles, and therefore all with whom he came in contact were inspired with confidence in his integrity and in the purity of his character. I was quite intimately acquainted with Mr. Leete during the last four years of his life, and I have known few men for whose character and integrity I have had a profounder respect. He was looked upon by the teachers of the state who had the pleasure of his acquaintance, as a good man and an honest, faithful teacher. He so far gained the respect and confidence of the State Superintendent as to be appointed by that officer a member of the visiting committee to the River Falls Normal School for 1878.

In every relation of life, Mr. Leete so discharged his duty as to be

greatly beloved by a wide circle of friends beyond those bound to him by the ties of consanguinity, and they will always remember him as a good son and brother, husband and father, citizen and friend. He was a good man and true, kind and obliging to friends, and charitable to all, always seeking to know the right and to do it. He has gone down to an early and honored grave, and let us who still linger here, strive to emulate his virtues and to be actuated by the same high principles that actuated him.

Northfield, Minn., Sept., 1878. B. M. REYNOLDS.

HOW CAN I KEEP THE LITTLE ONES BUSY?

The above question has been asked by very many teachers, and many more must have felt that information would be grateful upon this important topic. We have spent more than a year in thinking upon it, nearly every day, and trying to find out exactly the reason why the question was asked. The trouble chiefly arises from an improper arrangement of programme. Even upon this apparently simple topic, we venture to speak with extreme diffidence, realizing the importance of the subject.

We will suggest work for each hour in the day, taking it for granted that there are four recesses; that the younger classes read four times per day, and have oral instruction in numbers, or arithmetic; also something under the head of primary geography, and that when the recitations in reading are reduced to less than four, if not before, the spelling is made a separate exercise, each half day; that they spend fifteen or twenty minutes each day in the practice of penmanship; that they are in school six hours per day, although it is best to keep them in school not more than four hours. Storms and distant homes sometimes make this inadvisable. Length of recitations from five to ten minutes.

Let us take as an example a class half way through Harper's First Reader. Others of low grade should cluster around this.

The recitation should come at 9.45 in reading. To prepare for this the class should study the text until they can call the words quite readily at sight. They should print upon their slates, (or write if possible) the whole or a part of the lesson, as they are able; bring it to the class; read it from their slates, before the text-book is open, the

teacher glancing at each slate and criticising or praising the work as it deserves.

The printing is valuable as being an exercise in spelling, in fixing the form of letters indelibly in the mind, and in educating the hand to obey the mind. It should never be omitted.

At 10:45 they should recite in numbers, or arithmetic. To prepare for this, they should if quite young, simply write figures upon their slates from a copy upon the board, if they can make all the figures, then they should spend the time until recitation in working examples in addition, subtraction, etc., according to their ability, upon slates, given upon the board by the teacher, and bring the same to the class for correction, as in reading.

At 11:45 they should recite in reading, with the same preparation as before.

At 1:45 the class should read again, with the same preparation.

At 2:30 the members should have a recitation in geography. Topics: the teacher's desk, the school room, play-ground, district or town, according to their ability. The estimation of distances is an important factor at this stage. To prepare for this the class should draw a map or a plan of the locality considered, or a part, or print or write lists of products, occupations, minerals, etc., as the topic requires, and bring them to the class for correction.

At 2:40 the exercise in writing should begin and last until recess.

At 3:45 reading with the usual preparation.

Probably the above includes the least work that any teacher will claim is needed for the first reader pupils after a month's attendance. But there are several other things that must be attended to, properly now, of necessity when they reach the second reader. They must have daily drill in language, at first oral. This may come after the 2 P. M. recess. The first topics to be considered are capitals and punctuation marks — in other words, correct writing. Then follows correct speaking and use of the Language Primer.

In summer there should be a lesson in botany after the 3 P. M. recess. The exercise in drawing may come any time in the afternoon, *except* just after an intermission. The general exercise in physiology should come just before 4 P. M. (or 3:30 if school closes at that time), or just before 12 M. Calisthenics midway between any two intermissions.

The ideas to be especially remembered in preparing the programme for primary pupils in country schools are that the tasks should be

short and frequent; that recitation should closely follow preparation; that the recitation must be brief; that a recess must on no account, come between preparation, or any part of it, and recitation; that no two recitations should occur without an interval; that in methods the successful one is only that which appeals to the eye and employs the hand, and hence, the mind; that a mistake in anything should never pass uncorrected by the pupil's own hand, except in reading, when it is done by the voice, in which branch a sentence should never be passed until it can be read well, so far as a ready calling of the words at sight, is concerned. The advanced classes should recite just after intermissions. If any one still persists in having his first-reader recite at 9:15 and 1:05, he must take the consequences — idleness and disorder until recess. If any one spends so much time upon a trio of older pupils that he talks the old "time" excuse for giving primaries two recitations per day, he will not be likely even to try the plan suggested. No rule is known by which a man can keep his faults and and be faultless, nor escape the results of his errors. There is a cause for your pupils' idleness, in your method. What is it?

River Falls. H. S. BAKER.

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—III.

THE PROFESSORS.

The first professorship of ancient languages and literature was established in the University in 1852, and O. M. Conover, A. M., was called to the chair, occupying it, acceptably, until 1858, when he resigned. He was born in Dayton, Ohio, October 7, 1825, graduating at Princeton, in 1844. He spent the next two years in teaching, when he entered the Princeton Theological Seminary, graduating in 1849. In 1850, he edited, at Madison, a literary and educational periodical — the *Northwestern Journal* — which was abandoned at the end of three months as a premature adventure in Wisconsin. He delivered, on the twenty-second of February, 1858, an address on the "Life and Character of Washington," before the University, which was repeated three years afterward, before the Assembly of the state, at their cham-

ber in the capitol, by their request. The same year he addressed the State Teachers' Association, as its president, on "A Perfect System of Education." He became a member of the Wisconsin bar in 1859, and one of the members of the Board of Regents about the same time, serving in that capacity six years. He has delivered various addresses before literary institutions, and contributed articles to a number of educational, religious, and political journals. The literary career of Prof. Conover may be said to have commenced in earnest with his labors as official reporter of the Supreme Court of Wisconsin. Nineteen volumes, beginning with No. XVI of the reports of that court, have each his name upon its title-page. With four exceptions these have all been prepared exclusively by him, and printed under his supervision. To the outside world, literary work of such a nature must, of necessity, be but little known. Not so, however, to the bench and bar — and especially to the bench and bar of Wisconsin, who highly appreciate the ability and accuracy displayed in the supervision, arrangement and publication of these reports.

The successor of Prof. Conover, in the chair of ancient languages and literature in the University, was James D. Butler, LL. D., who held the position with credit for nine years — from 1858 to 1867 — when he resigned. He was born in Rutland, Vermont, March 15, 1815, graduating at Middlebury college in that state, in 1836. He also passed through the Theological Seminary at Andover, and was graduated in 1840. He became professor of ancient history in Norwich University in 1845, continuing in that service for two years. From January, 1855, to the close of the college year for 1858, he was professor of Greek in Wabash College, Indiana. He afterwards received the degree of doctor of laws from Middlebury College. Although not an author of books, Prof. Butler is, notwithstanding, a most prolific writer. Few men in the United States, perhaps, "live, move, and have their being," more completely in a purely literary atmosphere. Among his publications, besides a collection of fugitive poems, are "Nebraska — Its Characteristics and Prospects," "Incentives to Mental Culture among Teachers," "Naming of America," "A Defense of Classical Studies," "Scenes in the Life of Christ," "Catalogue of Coins and Medals," "Armsmear," "Pre-Historic Wisconsin," and "Nebraska in 1877." He has also written numerous articles upon a variety of subjects for various periodicals of the country — has considerable reputation as a lecturer, and is a pretty extensive traveler.

Joseph C. Pickard, A. M., was elected to the chair of modern lan-

guages and literature in 1858, filling that position until 1861. In January, 1865, he was appointed the successor of Prof. Charles H. Allen, in the normal department, which had been established in the institution in 1863. He continued in that position during the year, when he resigned. The literary reputation of Prof. Pickard rests, to a considerable extent, upon his translations, chiefly from the German language. These include stories, plays, and poems. He seems to catch, with facility, the spirit of the original, transfusing it into English in a style decidedly pleasing.

Prof. Pickard was born in Rowley, Massachusetts, in 1826. He received his academic training in Lewiston Falls Academy, Maine, and his collegiate, in Bowdoin College, where he graduated in 1846. From 1852 to 1856, he was tutor in Illinois College, Jacksonville, where he taught modern languages, Latin, and rhetoric. Since 1873, he has filled the chair of rhetoric and English literature in the Illinois Industrial University, at Urbana.

The chair of physiology and hygiene, created in 1859, in the University, was filled by the election of David B. Reid, M. D., F. R. S. E., who became also director of the museum of practical science. He resigned the professorship in 1861, removing to St. Paul, Minnesota. He was born in Edinburgh, Scotland, in 1805; came to the United States in 1856, and died at Washington, D. C., April 5, 1863. He was educated at the University of his native city, and became eminent as a teacher of chemistry and in the application of proper ventilation to public buildings. After severing his connection with the University of Wisconsin, he was appointed medical inspector to the sanitary commission United States army, and died while in the active discharge of the duties of that office. "Dr. Reid," wrote Henry Barnard, "has done more for public sanitary reform and the ventilation of houses, than any man who has lived." Among his published works are "Introduction to the Study of Chemistry," "Elements of Chemistry," "Text Book for Students of Chemistry," and other books on the same subject. He was the author, also, of several works on ventilation. In 1861, he wrote a "Short Plea for the Revision of Education in Science." He furnished the article on ventilation for the Encyclopœdia Britannica; was the author of numerous reports and documents on various subjects, and of papers in several scientific journals and in publications of the Smithsonian Institution.—*C. W. Butterfield, in University Press.*

GAINING THE ATTENTION.

The teacher who fails to get the attention of his pupils fails wholly. There is, and there can be, no teaching where this is not secured. Gaining the attention, however, is not the only indispensable condition. We have seen a class wrought by tricks and devices to the highest pitch of aroused mental activity — fairly panting with eagerness, yet learning nothing. The teacher had the knack of stirring them up, and lashing them into a half frenzy of expectation, without having any substantial knowledge wherewith to reward their eagerness. With all his one sided skill, he was but a mountebank. For real, successful teaching, there must be the former ability, and the ability to give sound and seasonable instruction. Lacking the latter ability, the pupil goes away with his vessel unfilled; lacking the former, the teacher only pours water upon the ground.

How shall the teacher secure attention?

In the first place, let him make up his mind that he will have it. This is half the battle. Let him settle it with himself, that, until he does this, he is doing nothing; that, without the attention of his pupils, he is no more a teacher than the chair which he occupies. With this truth fully realized, he will come before his class resolved to have a hearing; and this very resolution will have its effect upon the scholars. Children are quick to discern the mental attitude of a teacher. They know, as by instinct, whether he is in earnest or not; and in all ordinary cases, they yield without dispute to a claim resolutely put.

This, then, is the first duty of the teacher. He must go to his class with the resolute determination of making every scholar feel his presence all the time. The moment a pupil shows that the consciousness of his teacher's presence is not in his mind, as a restraining or attracting power, something is wrong. The first step toward producing that consciousness, as an abiding influence, is for the teacher to determine in his own mind to bring it about. Without being arrogant, without being dictatorial, without being or doing anything disagreeable or unbecoming, he must put forth a distinct power of self assertion. He must determine to make them feel that he is there; that he is there all the time; that he is there to every one of them.

In the next place, the teacher must not disappoint the attention

which his manner has challenged. He must have something of value to communicate. He must be thoroughly prepared in the lesson, so that the pupils shall feel that they are learning from him. His lips must keep knowledge. The human heart thirsts for knowledge. This is one of its natural instincts; and nothing is more common than to see children hanging with fondness around one who has something to tell them. Let the teacher, then, be sure to have something to say, as well as be determined to say it.

In the third place, the teacher must have his knowledge perfectly at command. It must be on the tip of his tongue. If he hesitates, and stops to think, or to look in his book for the purpose of hunting up what he has to tell them, he will be very apt to lose his chance. Teaching children, particularly young children, is like shooting birds on the wing. The moment your bird is in sight you must fire. The moment you have the child's eye be ready to speak. This readiness of utterance is a matter to be cultivated. The ripest scholars are often sadly deficient in it; the very habit of profound study being apt to induce slowness. A teacher who is conscious of this defect must resolutely set himself to resist it and overcome it. He can do so if he will; but it requires resolution and effort.

In the fourth place, the teacher should place himself so that every pupil in the class is in sight. It is not uncommon to see a teacher pressing close up to the centre of the class, so that, if he turns his face to those on one side, he must at the same time turn his back to those on the other. Always sit or stand where you can see the face of every pupil. I have seen the whole character of the instruction and discipline of a class changed by the observance of this simple rule.

Another rule is to use your eyes quite as much as your tongue. If you want your class to look at you, you must look at them. The eye has a magic power. It wins, it guides, it rewards, it punishes, it controls. You must learn how to see every child all the time. Some teachers seem to be able to see only one pupil at a time. This will never do. While you are giving the absorbed attention to one, all the rest are running wild. Neither will it do for the teacher to be looking about much, to see what is going on among the other classes in the room. Your scholars' eyes will be apt to follow yours. You are the engineer, they are the passengers. If you run off the track, they will do likewise. Nor must your eye be occupied with the book, hunting up questions and answers, nor dropped to the floor in excessive modesty. All the power of seeing that you have is needed for

looking earnestly, lovingly, without interruption, into the faces and eyes of your pupils.

But for the observance of this rule, another is indispensable. You must learn to teach without a book. Perhaps you cannot do this absolutely; but the nearer you can approach to it the better. Thorough preparation, of course, is the secret of this power. Some teachers think they have prepared a lesson when they have gone over it once, and studied out all the answers. There could not be a greater mistake. This is only the first step to the preparation. You might as well think that you have learned the multiplication table, and are prepared to teach it, when you have gone over it once, and seen by actual count that the figures are all right, and you know where to put your finger on them when required. You are prepared to teach a lesson when you have all that is in it at your tongue's end. Any preparation short of this will not do. Once prepare a lesson in this way, and it will give you such freedom in the art of teaching, and you will experience such pleasure in it, that you will never want to relapse into the old indolent habit.—*New York Teacher.*

PROGRESS OF SCIENCE.

The material benefits that have accrued to mankind from this untiring army of scientists are so numerous and essential to present comfort that, could they be removed to-day, our boasted civilization would be little better than that of the "Heathen Chinee." But its impress is stamped upon the civilization of our time in a manner of far more import to future generations than are all our railroads, telegraphs, factories and the endless array of inventions and comforts and luxuries that owe their origin to science. Four successive centuries of continued and constantly increasing scientific interest and study have done much to root out what still remained of the tendency to Platonic speculation and theorizing; and the thought of our time is being rapidly remodeled and adapted to the Aristotelian method. It is true that there are many who yet prefer to draw fine-spun theories of gauzy texture from their seething brains and foist them upon a too credulous world—the working of whose minds may well be compared to a paper kite that soars majestically in the clouds, or tosses turbulently in the passing breeze; held to solid earth by only a slen-

der thread fragilely woven of disjointed facts, until some strong breeze breaks the thread and they sail, Swedenborg-like, even to other planets. Others violently tug at their string and futilely strive to draw the facts up into the clouds with themselves. But, though the thinking world may stop for a moment to gaze at these aerial mental gyrations, the interest which, in younger days, it felt in flying kites is rapidly passing away. He who would be a philosopher to-day, must first be a scientist — thoroughly imbued with the necessity of basing his reasoning and his theories upon the ever widening basis of fact. Philosophy, Art, Poetry, even Religion itself must have that in it which is tangible, comprehensible — which can be explained and demonstrated, if it would stand the test of time. Education must be based upon logical method, and inductive processes, or it will leave the youth of our schools in a mental condition incompatible with the thought of our day.

When we consider the strong hold which scientific thought has upon our time, how it is fast supplanting effete systems in our schools, how it is attracting the majority of the best minds of our day, how it is giving direction to the efforts in all departments of intellectual activity, how it is extending its influence to control the vitality of all mental, moral, social and material prosperity, it is perhaps safe to say that the time will soon come when he, who does not familiarize himself with scientific methods and knowledge, who spurns with contempt the man who catches beetles or experiments with soap-bubbles, who blindly refuses to see, to read and to understand what is plainly written in the book of nature, who still adheres to methods of generalization that can attain correct results only by accident, can no longer claim to be truly educated, but must stand like a ghost of Plato, come to earth in this 19th century, only to be crushed by the resistless onward roll of the wheels of Progress.— *From an Address by Prof. G. R. Kleeburger, late of Whitewater Nor. School.*

THE CHEERFUL TEACHER.— What a blessing to a school is a merry, cheerful teacher, one whose spirits are not affected by wet days or little disappointments, or whose milk of human kindness does not sour in the sunshine of prosperity. Such a person brightens the school-room like a little piece of sunshiny weather. The children go to school with a sense of something great to be achieved, and so day by day their strength and energy are renewed.

THE OPENING OF THE SCHOOLS.

The transfer of the child from his home to the school-room is a change in his destiny. The teacher now becomes an assistant to the parent; hence most important interests center around our school-rooms; and it is because we feel this so deeply that we protest against the teacher's forgetting that he is really the father and mother of the pupil. The law recognizes him to stand in *loco parentis* as to punishments; he stands there also in reference to the material and spiritual welfare of the child. But it is often forgotten — too often.

First, as to the body of the child. The whole child is sent to school; it is not made of cast iron; it has needs and it should receive careful attention. There are great risks and exposures in sending a child to school. The sitting in constrained positions, in ill-ventilated and ill-heated rooms, often in a draft of air, brings a train of direases that overbalance the learning that is obtained. The desks are often most inconveniently placed; and it has been shown again and again that the mode of letting in the light destroys the eyesight. The posture spoils the body, for the reason that it is then in a growing state, and the bones are soft and yielding. Hence the pushing out of the shoulder-blades, the curvature of the spine. We call attention to the matter of health, for it is of more importance than education. The pale faces and languid steps the pupils will soon have, declare there is an immense wear-and-tear or else a lack of support to vitalization. It is both. What is needed, is undoubtedly good air, easy and free position, proper adjustment of light and heat, and, finally, short sessions. Most teachers are adverse to allowing the pupils to move around the school-room. The general plan is to sit still and be silent — "speak not, move not," was the motto of one woman of such restless disposition that she was on her feet perpetually. It cannot be too often remembered that schools exist for the *good of the children.* But do they so result? This gives rise to so many points that we turn away — we say only partly, for the children. "Come, let us live for the children." Let us study to render them happy while in the school-room. Endeavor to make the step up the hill of knowledge easy. Praise them, and not blame. Do not forget that this restraint in the school-room is permitted in order to obtain certain knowledge that will be useful in after-life. It is as one endures the sea-sickness in order to reach Europe. Now some have the art of making their

school-rooms the happiest of places. The pupils love to enter them. So it should be.—*N. Y. School Journal.*

THE PLACE AND USE OF MATHEMATICS.

We must have thought and felt, manifoldly, before we can analyze thought and feeling; we must have lived, before we can really understand the problems of right living; and we must have gained a firm control of all our mental faculties, before we use them largely in the most difficult and misleading investigations of all.

With this last requirement our school course should supply us. It can make us ready to learn ourselves, by training us to observe and think well in general, and also by accustoming us to turn our thoughts inward in a reflective spirit. History and literature offer means for this latter — means which may be neglected, but can be employed with much effect. But history and literature do not give (indeed, sometimes rather discourage, so heterogeneous are the materials) any true training in precision of thought. On the contrary, it requires a mind already well trained to trace the rational in history, covered over as it is by heaps of incidental circumstances. The subject matter of our minds is not unlike the subject matter of history; it needs a mind made strong and sure by climbing the steep rocks of thought in some clear, calm atmosphere, without distraction, to succeed in finding the way amongst the slippery stones and bewildering fogs that beset the sciences of humanity. To have gained this strength and sure-footedness in the region of mathematical science, is our best preparation for making the right way, so far as we venture to make way at all. Is not the old and firmly rooted idea of the educational sufficiency of classics and mathematics, grouped together under the title of the Humanities, a recognition of the fact that training in these is a means of making life (the inner life, for nature has only been discovered very lately) worthy and comprehensible?

Mathematics holds, indeed, by its nature, a middle place between the sciences of the external and the internal, and is thus fitted to be an introduction to both. An *a priori* science, it is wholly derived from within, and applies its laws to all that is without. It can dispense with aid from experimental inquiry at nature's hands, and all its needs are contained within the nature of the thinker himself. Though we may, and generally should, begin with invoking much aid

from the senses, this is but a crutch to be thrown away as soon as possible. If, indeed, we rob mathematics of its abstract nature, we actually rob it of one great part of its value as a mental training. The mathematician is independent of all things but his own mind (though he will not do well to shut himself in it); his work is to think out his thoughts to the end. Is not this also the psychologist's task? He, too, is self-contained; only he has to add to the work of thinking out his thoughts the more difficult one of seeing into them. The connection between the abstract and subject sciences is close, therefore, on account of the innerness of both. Again, as mathematics gives law to the physical sciences, so also does it, in a certain sense, to the subject sciences; and, as these develop, they too will come more and more under the laws of number, and will depend more and more for intelligible language on illustration in terms of space.

I would submit then, that training in the exact sciences is an invaluable preparation for that "proper study of mankind" which I hope one day to see occupying a much more prominent place in education than at present. And I would the more strongly call attention to this, because that study is so liable to be beset with weakly sentiment and false glamours, that it is the more necessary to come to it with the quality for hard-headed, cool-blooded thinking well developed. We must turn the dry light of intellect on human affairs, and most of us must first acquire the dry-light quality elsewhere.—*Mrs. Bryant, Before the College of Preceptors, L. Canada.*

CHILDREN.

The world is new to young children. It is beautiful, and excites in them the most intense interest; and the teacher should lead them to contemplate its mountains and valleys, its hills and dales, its winding rivers and meandering brooks, its pleasant sunshine and gentle, pattering rain, its trees when draped in the gorgeous hues of Autumn, its coverings of snow in Winter, and its beautiful carpet of green in the Springtime. They love to behold the sun in his noonday glory, the moon as she walks the heavens in her silvery fairness at night. They admire the gorgeous sunset, and bound with delight to catch the beautiful rainbow of promise as it spans the heavens. They view with glowing ecstasy the azure vault bespangled with richest diamonds, and instinctively adore the Creator and Giver of all these gifts. They

like to hear the murmuring of the brook, the dashing of the cataract, the lowing of the herd, the pattering of the rain, the crowing of the fowl, the bleating of the lambs, the warbling of the birds, and the melodies of the human voice, as they fall in musical cadences on their enraptured ears. They are pleased to look at their teacher's loving eye, and listen to her gentle, winning voice, as she instructs them and leads them into the paths of knowledge, virtue, and peace. They appreciate an act of kindness, and have a keen sense of justice. Their hearts are tender, their consciences pure, and they implicitly throw themselves into her arms for instruction, guidance, and counsel. The amount and diversity of knowledge which can be imparted to young children by proper teaching is almost limitless, and the day may not be far distant when radical changes shall be made in the primary instruction of this country.—*Wm. Connell, Jr., Supt. of Schools, Fall River, Mass.*

CRAMMING.

The work of cramming children will now soon commence. Thousands of teachers know nothing else. This is the Alpha and Omega of their knowledge of the art of teaching. We don't believe in the system. It is said to be a college term, but let us reduce it to a Websterian sense. The mother who allows her children to gorge themselves with candies, cakes or sweetmeats, gets little, if any, sympathy even from the physician. Should parents who allow their children to be crammed with learning — ofttimes in an ill-ventilated schoolroom — until the overtaxed mind and body succumb, and disease ensues, be entitled to any more sympathy? Is an overdose of *grammar* any better than an overdose of *cream candy?* Is a surfeit of mental arithmetic of any more benefit to a child of ten or twelve years than a few ounces of ratsbane or arsenic? Yet scores of children will enter the schools this fall where the chief aim is to cram their heads — not their minds — with studies that not only require the hours allotted to school, but those which should be devoted to relaxation and recreation, even those which should be devoted to rest and sleep. But teachers are not always to blame in this matter. In fact, school officers and patrons often make such unreasonable demands that teachers are compelled to resort to this system. Dates in history, places in geography, multiplication and division, must be at the

tongue's end, and repeated, parrot-like, by the lad or lass of ten or twelve years, or the school is a failure, the teacher a dunce and the scholars dolts. Shame on such a course. Rather let the children enjoy that robust health so sure to produce a sound mind in a sound body' and let them take years to learn the intricacies of the arithmetic and master the speller. Let them devote the time now given to Roman History and Heathen Mythology to a concise understanding of the history of our own country, and if they are not better qualified to mingle in the silly "small talk of society" when they enter it, they will have health and common sense to carry them through the duties of life, and make them respected and honored.— *Iowa Normal Teacher.*

SCHOOL-ROOM DEVOTIONS.

Much is said about the best methods of conducting recitations, to reach the best results; about the wisest way of disciplining a school, that all things may go harmoniously in their proper course, without friction or noise; about the teacher's qualifications, that he may do a noble work in the sphere to which he is called; but we hear little said of *devotional* exercises in the school-room, how they may be conducted so as to instruct and elevate. So short a time must be devoted to these exercises, that it may seem impossible that they should create any marked impression. If they do not exert any influence for good, so much time is wasted. But let us see if they may not be made the means of much good.

None will claim, that in an exercise of ten or fifteen minutes, the Bible can be *studied* as we study it in our Sabbath-schools. But those who never hear it read outside of the school-room will glean much from the short passages that are read there. The young mind that is ever on the alert for something new, is ever ready to receive an impression; and the religious exercises of the school-room should be conducted in such a manner as to interest, and, in so doing, to create an impression. It is the same here as in the church. The clergyman who is best able to interest, other things being equal, is the most successful in his spiritual work. Though the school is not exactly a church, it is there where the young receive impressions that are to accompany them through life; and all agree that these should be the best possible impressions. Though the school may not be for relig-

ious teaching directly, still religion should be the ground, as it were, upon which one's school-day impressions should be made. One thing will be worth much of itself, if nothing else is gained: the custom of conducting religious exercises at the opening of each day gives such prominence to the Holy Word that pupils learn to respect it.

It might be well to give a few examples of how devotional exercises in the school-room may be conducted to interest the pupils and produce a good effect upon them. Open the school, each day, with a chant. Be sure that all are familiar with it, that it may be well executed. In singing the chant, or any other music, careful attention should be paid to the execution. Let the *time* be good; see that all speak in unison, and distinctly. It would be well to have a separate chant for each morning of the week. Select five, and teach the school to sing them, and then assign one for each morning. This will prevent too much monotony in the exercise, and render it enjoyable. As soon as the bell has struck for school to come to order, an instrument could strike the chords, and then all should join in singing the chant —all without being announced by the teacher.

After the opening chant has been sung, let the school join in responsive reading from the Bible. It would be well to use a school service-book for Scripture reading. There are those arranged with reference to this use, and are more appropriate to it than passages selected at random from the Bible. I would recommend a *Manual of Bible Selections and Exercises*, by Mrs. S. B. Perry, published by Lee & Shepard. (I am writing in the interest of no firm or book.) I have used this book in school, and find it admirably adapted to the purpose for which it is designed. There is a book of responsive readings, taken from the Psalms, published by Taintor Brothers; and Brook's *School Manual of Devotion*, published by A. S. Barnes, is another one of the same class.

A familiar hymn, sung by the school at the close of the reading-service, is something that pupils always delight in, and that elevates and ennobles all. This, I trust, will need no pressing on my part; I believe it is generally practiced in our schools.

At the close of the singing, all should assume an attitude of devotion. In regard to offering prayer, three methods may be mentioned. It is the custom of many to read a prayer. This practice gives an opportunity for the school to unite with the teacher, as is sometimes done. Very many teachers are accustomed to offer prayer, closing with the Lord's Prayer, in which the school are invited to join. My

own practice has been to use only the Lord's Prayer, and invite the school to unite in repeating it.

It would be a good feature of the service for the school to repeat the Ten Commandments, either immediately after singing the chant and before the reading, or after the prayer and the last in the devotional exercises. In some schools the practice has been to close the day with simple services, as the repetition of the invocation, or passages from the Bible.

The morning services ought not to be over ten or fifteen minutes in length. If any closing service is held, it should be short as possible, not taking more than one or two minutes.— *C. E. Blake, West Brattleboro, Vt., in the National Jour. of Ed.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

DISTRICT OFFICERS — ELECTIONS.

Q. We changed our annual meeting last year to August, but our clerk, whose term expires this year, claims to hold till ten days after the last Monday in September, although we have elected a new one. How is it?

A. An official year is not always a full calendar year; and it may be more. From the first meeting to the first annual meeting of the district is an official year, though less then a year. If a district changes from September to August, that shortens the official year one month. If after some years it should go back to September, the terms of those in office would be lengthened a month, for that year. The term of your clerk expired ten days after the last Monday in August.

Q. We balloted for clerk, and no one had a majority. The chairman called for another ballot, which was opposed, but sustained by the meeting, and the person having a majority delared elected. The person having a plurality, on the first ballot, claims the office. To whom does it belong?

A. To the person who obtained a majority on the second ballot. The district had a right to take another ballot, and that resulted in a majority for one of the candidates, and must be held to indicate the will of the district.

Q. Are district officers required to take an official oath?

A. They are not. The treasurer gives a bond.

Q. Can a district treasurer obtain a bondsmen outside the district?

A. There is no reason why he may not, if an acceptable one.

Q. Can a district officer be elected for one year, except to fill a vacancy.

A. No, the district has no power to shorten the the term of three years to one, or two, except at the first meeting of a new district, for clerk and treasurer.

Q. At an election for clerk, there were two candidates, G. K. Whitney and Wm. White, Sen. There were five ballots for "G. K. Whitney," and seven for "White," no initials, and nothing to distinguish which White. Was White elected or Whitney?

A. Whitney was not elected (14 Wis., 479.) If it was well known and understood that the seven votes for "White," were for Wm. White, Sen., he was to be considered elected.

Q. Can the treasurer countersign an order, if the director refuses?

A. By no means. Each officer must perform his own duties.

MISCELLANEOUS.

Q. If a minor is elected chairman, are the proceedings legal?

A. They are not to be considered illegal simply on that account, whatever may be said of the propriety of such an election.

Q. Can a district allow the board 10 per cent. on expenditures for books for handling the same?

A. The district has no such power. It is an unlawful use of public money.

Q. If a teacher furnishes his pupils with books at cost, is he violating the law?

A. The law prohibits teachers to act as agents for the sale of school books. Its object is to prevent a certain evil and abuse. It does not limit its prohibition to a certain class of cases, but is general. Though the books may be furnished at cost, i. e. at the same price that is asked for them by the publisher, a commission or compensation may be paid some other way. The safe course is for teachers to have nothing to do with the handling of school books, so long as the statute is in force.

Q. Can a school officer be removed who willfully refuses to hire a teacher wanted by nearly all the district?

A. The refusal of one of the board does not avail, if a majority de-

cide to hire a certain teacher. The people of the district have no direct control over the question who shall be hired. Each member of the board exercises his own judgment, and a refusal on the part of one or more of a board to consent to the hiring of a certain teacher, is not a proper ground on which to ask removal from office.

Q. We have two departments, but the board decided to have but one open, for six weeks. All the pupils claim to have a right to attend. Can any be excluded?

A. The general right to attend is equal. The board has power to grade the school, but not to so arrange the terms as to exclude some pupils from equal privileges with others.

EDUCATIONAL NEWS.

Meeting of the Conductors of Teachers' Institutes at Geneva Lake.

MONDAY, July 15, 1878.

Meeting called to order at 8:15 P. M. by Supt. W. C. Whitford.

Rev. A. O. Wright led in prayer, after which an organization was effected by the election of Robert Graham, Chairman, and Hosea Barns, Secretary.

President W. D. Parker favored the Convention with an interesting lecture on the subject of "Physiology in the District School." Following this, questions were asked and answered, tending to show the practical utility of the study of Physiology. A further discussion of this topic was participated in by Pres. Albee, Hon. W. H. Chandler, N. C. Twining, W. A. Walker, Robt. Graham, A. J. Hutton, and Rev. A. O. Wright.

"Physical Geography in the District School," was considered by Pres. Albee, and further discussed by Robt. Graham and J. T. Lunn.

The meeting then adjourned.

TUESDAY, July 16.

Opened at 9 A. M. with prayer by Supt. Whitford.

Minutes of the preceding meeting read and approved.

Owing to the absence of Prof. McGregor, Mr. Salisbury moved that the consideration of the "Syllabus for 1878" be deferred to some future time. Carried.

Prof. Charles F. Zimmermann gave an exercise in "Drawing, Adapted to the Condition of District Schools." At 10 o'clock the exercise was interrupted, and a short recess taken, during which specimens of drawing done by teachers and pupils of the Milwaukee schools were examined by the Institute Conductors. Prof. Zimmermann continued his exercise for twenty minutes following the recess.

"The Phonetic Chart" received attention at the hands of Prof. Albert Salisbury, which was followed by somewhat animated questioning on the part of many members of the convention.

Rev. A. O. Wright moved an adjournment at 11:40 A. M., which was lost. Hon. W. H. Chandler, Supt. Whitford, Robt. Graham, Albert Salisbury, and J. T. Lunn made further remarks on the subject of the "Phonetic Chart."

On motion, the consideration of the "Syllabus for 1878" was fixed for 4 o'clock, Wednesday afternoon.

Adjourned.

AFTERNOON.

By request, Mr. Chandler took the chair, and Prof. Robt. Graham read a most interesting paper on the "Course of Study for District Schools." The views presented were strongly endorsed by A. O. Wright, J. MacAlister, W. A. Walker, Supt. Whitford, and others.

Recess.

Hon. W. H. Chandler requested that he be excused from the discussion of the topic assigned him, viz.: "Supervision and Records Needed." Request granted.

Prof. Thayer addressed the Convention with reference to "Regulations for District Schools in Respect to the Teacher and the Pupil."

Supt. W. C. Whitford spoke on the subject of "Co-operation of County Superintendents, Teachers, Patrons and Normal Schools with the State Superintendent."

Prof. Salisbury presented a scheme in Phonics, which called forth animated discussion, in which Supt. Whitford, W. H. Chandler, J. T. Lunn, W. A. Walker, I. N. Stewart, A. A. Miller, and L. D. Harvey participated.

Meeting adjourned.

WEDNESDAY, July 17.

By common consent, the consideration of the "Syllabus for 1878," which had been fixed for 4 o'clock this afternoon, was postponed to 8 P. M., on Thursday.

THURSDAY, July 18.

Meeting called to order by the Chairman at 8:15 P. M.

On motion, the reading of the minutes was dispensed with, and the Convention took up the "Syllabus for 1878."

Prof. Graham conducted an exercise in Phonics, which was followed by discussion.

Prof. D. McGregor spoke on the subject of arithmetic, as presented in the Syllabus.

A discussion ensued on the use of the Syllabus, as a guide for Institute Conductors in the several localities in which the Institutes are to be held.

The Convention then adjourned, without day.

The following list comprises the names of Institute Conductors who were present during one or more of the sessions of the Convention: Robert Graham, Albert Salisbury, J. B. Thayer, D. McGregor, W. A. Walker, B. R. Grogan, I. N. Stewart, Hosea Barns, J. Q. Emery, L. D. Harvey, A. R. Sprague, J. T. Lunn, B. M. Reynolds, T. F. Frawley, A. O. Wright, H. D. Maxson, Chas. H. Nye, Geo. Beck, T. C. Richmond, A. J. Hutton, A. A. Miller, D. H. Flett, F. D. Ensign, J. H. Cummings, N. C. Twining, Chas. F. Zimmermann, C. A. Burlew, A. F. North.

HOSEA BARNS, *Secretary.*

EDITORIAL.

THE juries on the Educational Exhibit at the Paris Exposition made their awards by the middle of the last month. These awards consist of medals, gold, silver, and bronze, of diplomas, and of honorable mention. The United States have obtained a liberal share of these. Contributions to the Exhibit were furnished by the Departments of Instruction in several of the States, by the public schools of some of the leading cities in the country, by the editors of a few educational journals, by the publishing houses of school-books, by the authors of educational works, by the manufacturers of school furniture and apparatus, and by the publishers of general cyclopedias for reference in schools. Nine States received diplomas for the exhibits they furnished. Among these is Wisconsin, whose contribution is stated to be as follows: "Executive and Legislative documents, set of State reports, reports of Public Schools and State University, Scholars' Work, Examination Papers and Drawings, Catalogues of Normal Schools and State University, Wisconsin Journal of Education, History of Colleges and Education in Wisconsin, Statistics, etc., Plans, Photographs, and Maps; Forms and Blanks, and Miscellaneous, 17 volumes."

The public schools of the four cities, Boston, Milwaukee, St. Louis, and Washington, received diplomas for their exhibits. It is gratifying to learn that Milwaukee stands second, next to Boston, in the list. Its contribution consists of city school reports, 8 volumes; scholars' work in district, high, and normal schools, 120 volumes; six school plans, photographs of school-houses — one portfolio; statistical statements, in frame; and blanks and forms, one volume. The high rank which was assigned at our Centennial Exhibition to the educational exhibit of Milwaukee, is now sustained by the decision of the juries at the French Exposition.

The very short time given in this country to preparing articles for the exhibit at Paris, compelled the educational authorities to use very largely the materials furnished in 1876, at Philadelphia. In this State some valuable additions, completed this year, were made to these materials. They came chiefly from the Whitewater and the River Falls Normal Schools, and from the office of the State Superintendent. Our exhibit was deficient in articles obtained from the country district schools. Except in this particular, we fairly and justly represented the policy and the advancement of our public school system.

The thanks of the schools in the State are due to Governor Smith, who interested himself at once in the proper representation of them in the Paris Exposition, and who furnished from the contingent fund in his hands the money to meet the necessary expenses for the preparation and the transportation of the materials.

THE Jefferson County Fair, in September, had surely a new feature. The officers of the Fair gave the County Superintendent, and the teachers and pupils of the public schools a day at their exhibition. A department in their main

building was given to the presentation of the articles furnished by these schools. They were carefully examined by the people, not only on that day, but during the other days of the Fair. Several hundred children with their teachers, from different parts of the county, were present and gathered in the afternoon of the school day in an assembly to sing appropriate hymns and to listen to an address. The day was very pleasant, and the interest exceedingly gratifying. A more detailed account of the exhibition is found in the following statement which the County Superintendent, C. J. Collier, has furnished:—

"The "Educational Department" of the "County Fair" of Jefferson County, received the earnest and careful attention of the people of the county; and those that have taken interest in educational matters feel confident that in the future it will be not only a prominent feature in our annual exhibit of the productions, manufactures, and other things tending to illustrate the growth of the county, but that it will prove successful in stimulating both pupils and teachers to attain to higher standards, and thus prove a real benefit to educational work. Owing to the short time left for preparation for this exhibit, the amount and variety of articles were somewhat limited; still we had 2,547 specimens of school work on exhibition; consisting of specimens of penmanship, business letters, map drawing, drawings of school houses, pencil and crayon sketches, examination papers, programmes of daily work, and numerous specimens of daily work by pupils, illustrating the various methods used in the different schools, and all evincing care and thought in their production and arrangement. The large attendance of teachers and pupils from various parts of the county, on Wednesday, which we called the school day, gave evidence of *their* interest in this work, and that they are ready to move forward. The address by W. C. Whitford, State Superintendent, though delivered under circumstances that would have discouraged most speakers, was attentively listened to; and he treated of subjects of vital importance to our common schools, in such a manner as to awaken new interest in this work, and give new ideas to the possible results to be attained by giving proper care and attention to the "School at the Four Corners."

I wish to return my thanks to those teachers and pupils whose energetic efforts and arduous labors have not only crowned this enterprise with success, but have evinced their willingness and ability to make future educational exhibits commensurate in importance with the interest they represent."

THE officers of each public school in the State should see that sufficient amount of apparatus is furnished for the teacher and the pupils. This is especially true of the district schools in the country, where the subject is more generally overlooked. A peep into some of our rural school houses reveals our great lack in this respect. At the meeting of the County and City Superintendents at Madison, last winter, the following resolution on this subject was discussed, and unanimously adopted:

"*Resolved*, That a great number of our schools, particularly in the rural districts, are not provided with sufficient apparatus to facilitate the work of teachers We desire to emphasize the importance of a few articles, such as a good blackboard, sets of writing and reading charts, State and county maps, and one

of the United States. All of this can be had for a price not exceeding $30.00. Placed in the hands of efficient teachers, their value cannot easily be over-estimated. We pledge ourselves to urge upon the proper officers in our several superintendent districts, the purchase of them as a minimum."

Let our school boards take this matter into consideration before the winter term begins. Apply to the County Superintendents for information in reference to the purchase of the charts and maps, and to the preparation of the blackboard, if these things have not already been supplied. They will most cheerfully aid these boards in purchasing these articles, the best of the kind and at the cheapest rates.

Books of reference are also indispensable. The State has shown its interest in this subject by giving each school, or each department in a school, a copy of Webster's Unabridged Dictionary. A comprehensive history of the United States, the Illustrated Historical Atlas of Wisconsin, a Biographical Dictionary, and some Cyclopedias of the Physical Sciences, of General Knowledge, and of Education, would be very serviceable in many of our schools. If all these cannot be obtained at once, buy a portion this year, and arrange to procure the balance in the succeeding years. The same discretion which supplies the farm-laborer with the best tools for his work, should be used in securing the best apparatus and the best reference works for the school teacher.

At many of the Institutes this fall, the course of study for our ungraded schools adopted at the last session of the State Teachers' Association, has been fully explained before the teachers. Quite generally the County Superintendents have decided to urge their schools to adopt substantially the course. Many of the teachers approve of it, and will endeavor to introduce it into their schools this winter. Let them consult with their superintendents and with their school boards, and let them explain the scheme to their pupils; so that there may be an intelligent and full acceptance of the same. No one should be discouraged, if he does not find at once a hearty appreciation of this important movement. As it comes to be understood, and as it is carefully adapted to the exact conditions of our district schools, it will be placed in force by the more efficient school officers and teachers. Shall we not hear from several hundred schools by next spring that they have classified their work on the basis proposed in this course?

A teacher in a public school should not confine his attention entirely to the pupils who are in his classes. In a certain sense, he is to superintend the educational work of his district. The obligation clearly rests upon him, wherever it is practicable, to induce the children of school age not in attendance to come under his instruction. This he can do not in an offensive manner; but by working with the school officers, and with the parents of the children. Make the school so attractive that the absentees will be drawn toward it. Visit them, if necessary; and persuade them them to attend. In other ways, create a sentiment favorable to young peoples' getting a better education. Show that learning is respected and useful; and that ignorance is shameful, because the result of

indolence. Establish once a thirst for knowledge, and you have raised your pupils to the high places. If such labor will be performed by each teacher, we shall soon hear but few complaints of the non-attendance of children.

CHANGES IN THE SCHOOL LAWS.

The major and minor changes in the school laws, as disclosed in the revision of the statutes, are substantially as follows, and are noted here in view of the fact that the revision takes effect November 1:

Provision for "union districts" is no longer made, and this eliminates from the code all that was embraced in the old code from section 22 to section 30. This part of the school law had become obsolete, and is superseded by the township system and the free high school law.

The free high school law itself is changed in such wise that hereafter no free high schools will be recognized except such as have been "established," as the law provides, by the vote of the town city, village or district, and each such municipality (or union of two or more such) establishing such school, will be known as a high school district, or joint high school district; and each such district will elect a director, treasurer, and clerk, like any district, who will constitute the high school board, with the usual powers. This board will annually determine the amount necessary to be raised to support the high school, and certify the same, to be assessed and collected; but the amount may be limited, by vote at town meeting, or by joint resolution of town boards, in case of a district formed of two or more towns; and further, only such high school districts as have maintained a high school not less than three months, in the preceding school year, and in a building not used for other school purposes, will be entitled to receive aid; and this aid will be extended to no school for more than three years. Such is the free high school law at present.

As to districts, the changes are: Districts must consist of contiguous territory, and cannot be altered while in debt, except by consent of the land commissioners in case of debt to the state for a loan; territory is not to be detached from a district, unless at the same time attached to another; districts cannot be formed joint between a city and a town, and certain districts can no longer be altered by the county board, while express power is conferred upon the common council of a city, or the trustees of a village, to act with a town board in altering a joint district lying partly in such city or village; and finally, express power is given to town boards to extinguish a district at any time, by attaching all its territory to other districts.

In regard to the district board, it is expressly provided, that "no act authorized to be done by it shall be valid, unless voted at a meeting of the board," and there is no longer any recognition of accidental meetings. The provision authorizing the board to buy apparatus is expunged, but the board may admit to the school persons between twenty and thirty, if there is room for them, and time to teach them. The powers of the board as to text-books remain as they were; they can adopt, but cannot purchase books, unless authorized by vote of the district.

That part of the law which provided that school districts might assess and

collect, within themselves, special taxes voted between the first Monday in November and the annual meeting, is expunged, which eliminates sections sixty-four to seventy-four. In place of the old provisions, such special taxes will be returned, assessed and collected like other taxes, but the district may at once borrow money, equal in amount, for immediate use. District taxes may be returned up to the third Monday in November, instead of the first, as before; but we do not find any power left to a *town* to raise a school tax, *additional* to that required to be raised by law; and this is now conformed to the constitutional minimum limit of one-half the amount last apportioned from the income of the school fund.

Saturdays are not to be counted in settling with teachers, but the school month is still twenty days, unless otherwise specified in the contract.

The extent of the jurisdiction of the state superintendent, in case of appeal, is divested of its former obscurity; it now covers anything done by any officer or board, under the provisions of the chapter embracing the school laws, viz.: chapter twenty-seven.

The school code proper embraces the sections of the Revised Statutes from four hundred and twelve to five hundred and fifty-three.

NEW PUBLICATIONS.

DETERIORATION AND RACE EDUCATION.—By Samuel Royce. Boston: Lee & Sheppard. New York: Chas. T. Dillingham.

This volume deals with the present deterioration, exhibited, it is claimed, in the more civilized states of the world, and urges a proper, universal education as the great remedy. That the author's sympathies are profoundly and justly stirred is evident, even if it should be found that he does not always speak with accuracy, or after a sufficiently broad gathering of facts. He claims that while the peoples of the civilized countries advanced from the sixteenth to the beginning of the present century, they have deteriorated since that time; that this is shown in an increase of pauperism, vice, crime, insanity, deaf-mutism, blindness, unfitness for military service, general disease and mortality. These statements seem to be well fortified by statistics. The causes of this degeneracy are thus pointed out: For more than two hundred years from the great awakening in Europe, as industry became more diversified, and invention and science were brought to bear upon human weal and progress, the nations improved; but this progress culminated with the eighteenth century, so far as human weal itself is concerned, though invention and discovery continue and increase; and the present great enlargement and concentration of so many manufacturing industries and of commercial activity, and the consequent multiplication and rapid growth of cities, with a constantly increasing divergence between poor and rich, has been attended with opposite, disastrous results, till now, very largely in the old world, and less, but increasingly so, in this, "*a deterioration of the physical, mental, and moral tone of mankind, induced by the present state of civilization, is undermining*

the race," and nothing can arrest and heal these disastrous results, but "*an education aiming in all its parts, at the preservation of the individual and the race.*"

We are impressed with the fear that these propositions are true. Although the author in his statements may err in details, and may propose reforms in education, etc., too sweeping in their character to be practical, no very wide observation or profound reflection is needed to convince one that there is increasing evil and misery all about us, and that a large mass of the young, as they come upon the stage of action at the present day, are very poorly fitted for the battle of life. Multitudes of men and women neither know nor discharge, or are fitted to discharge, their duties as parents and citizens aright.

The prominent evils of the day — political corruption, widespread vice, abounding and audacious crime, communism, trampism, yes, and yellow fever— all have, if not their origin, their nourishment and stimulus to growth, in the same general causes, and in causes that are largely preventible by such applications of social science, including a proper education of the young, as are entirely feasible. A community that fosters diligently not only good schools, but all the other means of moral, intellectual and physical elevation, will reduce the number of its drunkards, gamblers and licentious men and women, and its lazy, dishonest classes to a minimum. A city which has a thorough sewerage, and properly observes other sanitary precautions, will not be scourged by epidemics. New Orleans, the hotbed of yellow fever, had none of it and little other disease, so long as Gen. Butler kept it clean. ("Give every one," etc.) A country in which all persons are brought up in some form of useful industry will furnish no tramps or communists of its own breeding.

We quite agree with our author, that our education, so called, should be made more real and practical; more diversified; should be based on a wider recognition of all man's wants and capabilities, and not confined, as now, in its ordinary conception and efforts, to imparting a little dry, book knowledge. We hope the book before us will have a wide circulation, and help forward the efforts of the thoughtful and benevolent to check the downward tendencies of the age. P.

COMPLETE SPELLER. — By J. Madison Watson, author of "Readers," etc. A. S. Barnes & Co., New York, Chicago and New Orleans.

We have not yet seen any spelling book more "complete," or more exactly adapted to its office than this. The office is to be a guide to spelling *and* pronunciation. This the book well and clearly provides for, by short, consecutive lessons, by clear marks to denote the sounds, and by an explanatory spelling when needed; by exercises in writing-spelling, by natural classifications of words, etc., and by a valuable appendix, full of good things, well selected and well put. We think every teacher who sees this speller will immediately fall in love with it. It is beautiful in dress, as well as good in itself.

THE BIBLE FROM HEAVEN. — This work, written by Rev. D. M. Canright, of Battle Creek, Mich., embraces the plain arguments in favor of the devine revelation of Christianity. The style is simple, direct, and very clear. It was prepared mainly for young people, and with the purpose of meeting the usual objections to the supernatural origin of the Bible. The spirit of the author is

excellent. He claims not to have prepared an exhaustive work, but only a suggestive one; and he shows that he is familiar with the best popular treatises on the subject which he treats. The book has only 300 pages, and is issued by the Seventh-day Adventist Publishing Association, Battle Creek, Mich.

UNDER THE PINES. — This small volume of poems was published three years since, by the lamented wife of Dr. John Phillips, of Stevens Point. Not until recently have we examined the work. The poems are usually short, and treat of themes familiar to the writer. In every stanza the rhythm is smooth and musical. Everywhere the sentiment springs from a heart, cheerful, loving, and sympathizing. Whoever reads the work must have a deeper aspiration for the true and beautiful things in life.

NOTES.

WE shall feel obliged to any one who can send us the September number of the JOURNAL, as we have run short.

THE interesting article by Professor Johnson was designed for the September issue, but the papers and proceedings of the Association more than filled our usual space. The JOURNAL has repeatedly been indebted to his pen, and what comes from it is always welcome.

PROF. CARPENTER'S Fifth Ramble Among Words is, as usual, instructive. Words may seem insignificant in themselves, but their study opens out numerous avenues of knowledge, and at the same time affords relaxation from severer studies. Even by consulting the Unabridged habitually, pupils and teachers will constantly enlarge their stock of knowledge and of ideas.

WE give the excellent paper on School Discipline, by Mr. Cummins, which did not come in season to be inserted last month; also a part of Mr. Ladd's thoughtful lecture. Mr. North's paper has never been received, and, we believe, was "cabbaged" by some Chicago pencil drivers. Sergeant Rhode, we learn, has been ordered to St. Louis for duty, and we have failed to get his paper on the Signal Service.

IDA M. TRACY takes charge of the grammar department at Richland Center.

WM. E. BARKER has removed from Onalaska, and taken charge at New Richmond, St. Croix county.

JOEL M. RICHMOND takes charge of the graded school at Hartland, Waukesha county, and Nellie A. Teed has the lower department.

IRA FLAGLER, a graduate of Milton College, teaches, the present year, in the Industrial School, at Waukesha.

MISS NELLIE HATCH, who graduated at the State University last commencement, is engaged as the assistant teacher in the high school at New Lisbon.

ARRANGEMENTS have been made for a free high school at Wauzeka, Crawford county, under Mr. E. W. Farnham, where he thinks such a school is much needed. He has some of the country teachers in attendance.

THE Shawano county *Journal* says: "Prof. Hosea Barnes, of Kenosha, one of the state conductors of teachers' institutes, has been in this city this week conducting the institute. He is a gentlemen and a scholar, and we consider it a benefit and an honor for such a man to attend our institute."

SUPT. Greene informs us that the Marathon County Teachers' Institute had one week's session in Wausau, early in September, sixty-four teachers were in attendance, and much excellent work was done, he says, by Prof. Hosea Barnes, F. W. Houghton, and other teachers. The daily attendance was also good.

MR. C. BURLEW writes from Montello, Sept. 27th: "Our institute has just ended, and we have met with quite favorable results. We have had as high as 92 members, most of whom did good work. The attendance was excellent, and tardiness was the exception, not the rule." Mr. Burlew assisted Prof. McGregor in the institute.

THE institute at Wilmot, Kenosha Co., had 68 members, with an average daily attendance of 50. Of this number, 21 had never taught.

PRES. E. A. CHARLTON, of the Platteville Normal School, has resigned the presidency of that institution, to go into effect at the close of the present fall term.

THE Annual Report of D. A. Mahoney, Superintendent of the Public Schools of Kenosha county, was the first received this fall at the office of the State Superintendent.

EVERY teacher in Richland county takes an educational journal — over one hundred the WISCONSIN JOURNAL OF EDUCATION. That is a county where they have a teachers' library, and read, and reading, wish to read more.

THE institute at Viroqua enrolled 126 members, and had, during the two weeks, the average attendance of 101.4. Supt. Wyman writes: "Mr. Hutton is very popular with our teachers, and the institute did good solid work."

J. B. ESTEE, a graduate of the Peoria County Normal School, Illinois, takes the charge of the public school at Edgerton. He is a successful teacher. Mrs. Ada Ray Cooke, who was engaged for the same position, was generously allowed to cancel her contract, so that she could instruct the Intermediate Department of the Whitewater Normal School.

PROF. A. O. WRIGHT, who conducted the institute at Neenah, writes: "The institute enrolled 97, nearly twice as many as we expected. The Neenah and Menasha teachers turned out well, and we had several from Oshkosh. The institute was remarkable for the high average ability of the members. This is doubtless due to the fact that a large part of the teachers have been educated in the graded schools of Neenah and Menasha, and several of them at the Oshkosh Normal. It is also due to the high standard of examinations maintained in the county so many years."

THE State Superintendent has appointed for this school year the following Board of Visitors for the Normal Schools:

Platteville—J. H. Carpenter, Esq., Madison; Prof. J. M. Geery, Ripon; and O. B. Wyman, Viroqua.

Whitewater—Hon. D. M. Kelly, Green Bay; Rev. James J. Blaisdell, D.D., Beloit; Miss Agnes Hosford, Eau Claire.

Oshkosh—Hon. Geo. H. Paul, Milwaukee; President Albert Whitford, Milton; Kennedy Scott, Rio.

River Falls—Hon. Rockwell J. Flint, Menomonie; Prof. W. J. L. Nicodemus, Madison; and John Ulrich, Esq., La Crosse.

THE Mineral Point institute enrolled 150 members. Of these 90 had previously attended institutes.

THE Green county institute, under the supervision of Supt. Richmond, had 80 teachers in attendance.

THE Darlington institute had 76 teachers. Of these 11 hold first grade certificates; and 13, second grade.

THE institute at Wauwatosa, which numbered 36 members, furnished 14 new subscribers for the JOURNAL OF EDUCATION.

W. A. CORSON, a graduate of the State University at the last Commencement, teaches as first assistant in the Monroe High School.

G. W. CURRIER, who has taught several years at Stoughton, has been engaged as the principal of the public school at Shawano.

THE Monroe High School furnishes this fall three boys for the freshman class in the Ancient Classical Course of the state university.

THE institute at Black River Falls enrolled 53 members. Only 9 of these were gentlemen. The high schools had prepared 40 of the teachers.

THE institute at Manitowoc numbered 90. What is quite unusual at the summer institutes, a majority of the members were gentlemen.

PROF. S. H. CARPENTER, of the State University, lectured on Moral Culture before a large audience at the institute held at West Depere.

THE three grades in the Training Department of the River Falls Normal School opened, the last week in August, with a full attendance in each.

PROF. A. EARTHMAN has accepted the presidency of a college at Humboldt, Iowa, and began his labors in the new field the first week in September.

WORK on the new school house in the village of Lodi has been somewhat delayed for the lack of materials; but is now rapidly pushed forward toward completion.

THE Sauk County Teachers' Association holds its semi-annual session, at Baraboo, opening Oct. 18th. and closing the following day. An interesting programme is prepared for the occasion.

A TEACHER in an institute, last summer, in answering the question, "What is the highest grade of school you have attended?" wrote "Unaversaty." She held a third grade certificate, and had taught a year and a half.

THE institute at Elkhorn had 98 members. Of these, 78 were ladies. In connection with this, Prof. Zimmermann gave an interesting lecture on "Historic Ornament," one evening, in one of the churches of the place.

THE Polk County *Press* says of the institute held at Farmington Centre, the last weeks in August, that it "continues prosperous this week, with 87 names registered. Prof. Earthman is alive to his work, as usual. Teachers who have failed to attend, have lost a rich treat."

THE institute at Galesville enrolled 95 teachers. The daily attendance was quite uniform, as it averaged 81. Prof. Thayer, the principal conductor, writes: "Upon the whole, we had a successful institute. The community was much interested; and the teachers worked hard and left a good impression on the community."

THE second institute in St. Croix Co., since last winter, was held in August at New Richmond. The attendance was 44. Pres. Parker was present for two days, and lectured before the teachers and the citizens of the place. Supt. Clapp says: "Prof. Harvey gave us good work, and we shall be glad to receive him as our conductor at any future time."

PROF. A. R. SPRAGUE, principal of the Evansville High School, delivered a lecture at Lancaster, Grant Co., during the session of the Teachers' Institute, in August, at which he was engaged as the assistant conductor. The subject of the lecture was, "Our Duty Concerning Literature." The *Herald*, of that county, speaks of the effort with high praise.

THE institute at Port Washington, under the charge of Prof. I. N. Stewart, had 71 members. Praise is due Ozaukee county for the prosperous condition of this institute. With only 56 schools, and positions for 68 teachers in the county, the attendance, and especially as the institute was held during harvest time, was remarkable. Much credit should be given Judge Heidkamp, the County Superintendent, and Prof. Hooper, the Principal of the Public School at Port Washington, for the interest manifested in the exercises of the institute by both the teachers and the leading citizens of the county. We met in a large hall at Port Washington an intelligent and appreciative audience, composed of the members of the institute, and the people of the place.

THE Milton institute was favored with two lectures: one on "Economy," by Hon. W. H. Chandler; the other on "The Spirit that Should Animate the Teacher," by ex-Supt. Searing. Gov. Smith was present for a short time one afternoon, and made a brief address to the teachers. The attendance on the institute was 110. Of these, 12 hold first grade certificates; and 18, second grade. All, but 21, had previously taught.

IT is known to most of our readers that Prof. J. W. Stearns has accepted the presidency of the Whitewater Normal School. He was tendered this position, July 22d, by the committee on teachers of the Normal School Board. At the same time, he had been offered a professorship in the Chicago University, with which he was formerly connected. His residence, for several years, was in this state, and he has taught successfully for some time in our schools. He is a graduate of Harvard University, taking very high honors in a large class. Besides possessing a ripe and extensive culture, and large experience in giving instruction, he has exhibited superior abilities in editing a newspaper, and in managing institutions of learning. He was selected, about five years ago, to establish the Normal School system in Argentine Republic, South America. He left his school at Tucuman, last winter, with five hundred pupils in attendance, and a competent faculty, trained by himself, to conduct the school. The magnitude of the work may be seen from the fact that it cost the government annually $40,000. There the normal pupils were paid each $25 per month toward meeting their personal expenses. Prof. Stearns has a quiet and prepossessing appearance, and creates the impression that he has great integrity of purpose, a discreet judgment, fine executive talent, and a reserved force which can be promptly called into action. He will be assisted at Whitewater by an able and experienced faculty, second to none in the Normal Schools of the State. Sustained by their efficient support, and upheld by the strong co-operation of the citizens of Whitewater, it is believed that he will achieve for the school, in time, a greater prosperity than it has yet attained. After the series of mistakes and difficulties through which the school has passed, this result must be sincerely desired by every citizen in the state.

MISS RUTH R. BURRITT, who had charge of the Froebel Kindergarten at the Centennial Exposition, in 1876, advertised to open a Normal Training School for Kindergarten teachers, the 1st of October next, in Milwaukee. Before acquiring experience in her present work, she was a superior primary teacher in the public schools in Green Bay, Manitowoc, and Milwaukee. She has carefully and con-

scientiously studied the Froebel system under the best instruction which she could obtain in this country. Since the Centennial, she has conducted a Training School for Kindergarten teachers in connection with a grammar school of the Quakers in Philaadelphia. The papers of that city speak of her school as among the few recognized by the Froebel Society as being of the highest class and unexceptional in its method. A graduating class of eighteen young ladies are said to show a thorough familiarity with the Kindergarten work. They had developed much enthusiasm in the study. Miss Burritt comes to Milwaukee to create a similar interest in that city, and to gather about her such teachers from various portions of the state as may desire to understand and practice the Froebel system. She will connect her training school with the Tenth Street Kindergarten, of Milwaukee. She brings with her references from several prominent supporters of both the public schools and the Kindergarten in the East.

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LEGISLATION ON TEXT-BOOKS.

The Board of Text-Book Commissioners, appointed by the Legislature of the state at its last session, have, in accordance with their instructions, ascertained and classified the existing statutes and the experiences of the principal states on the subject of the text-books used in their public schools. The points under investigation relate to the uniformity, number, and cost of these books. On these, the commissioners find no unity of views or plans, either in the laws of the several states, or in the reports of educational officers. Scarcely any two states have adopted the same regulations for the selection and the purchase of school books. The methods used in one state are condemned as impracticable in another. This condition of affairs is the more remarkable, for the reason that on other important subjects connected with public instruction, there is a striking agreement in nearly all the states. This can be accounted for, in part, on the fact that not until quite recently has the serious attention of the people been directed to a more uniform and economical supply of sufficient text-books. Time has not yet elapsed, in which to discover and place in operation, throughout the country, the best plans — those exactly adapted to all the needs and the workings of the schools. Results which have been reached in some sections, and pronounced successful, may guide, in the end, the public opinion in all the states to enforce those measures having the same principles and methods at the basis.

It is difficult to ascertain definitely the statutes of some states on this subject, unless you have access to the session laws passed by their legislatures this year. Various and radical changes, in this respect, are just now occurring in several states. In others, certain systems

were adopted five to ten years ago; and, within the past three years, they have been utterly rejected, and others substituted in their places. As far as possible, the latest phases in the action of the states will be given.

We shall not note, in this discussion, the special provisions made in many of the states to furnish text-books, at the public expense, to the indigent pupils of the common schools; for the reason that these provisions have but little bearing on the questions before us. The laws and regulations of the states on text-books can be arranged, in a general way, under four systems, indicated by the terms, *district*, *town*, *county*, and *state*.

THE DISTRICT SYSTEMS.

VERMONT.—"In case any pupil in a public school is not provided by his parent, master, or guardian, with the requisite text-books, it shall be the duty of the prudential committee of the district, or of the school board in any town which has abolished school-districts therein, to notify such parent, master, or guardian, that the pupil is not supplied with the requisite text-books; and if, within one week after such notice, the parents, masters, or guardians, shall not supply such books, their pupils shall be supplied therewith at the expense of the town or city, by the prudential committee of the school-district, or by the school board of the city."

If the committee fail, after two weeks, to furnish the books, then the town superintendent may supply the same at the expense of the town. The cost of the books, thus supplied, is added to the next annual tax of these parents, masters, or guardians.

In the present law, no arrangements are made for the selection or recommendation of school books, as the books which were adopted by the State Board of Education, previous to 1874, have been in quite general use. Until the first of November, this year, a text-book on the Geography and History of Vermont was required to be used in the public schools by an act of the legislature. The State Superintendent says that this law has not been much observed.

Legislation looking toward state uniformity of text-books, began in this state as early as in 1858, and terminated in 1874. The State Board of Education were authorized to select, every fifth year, "such grammars, geographies, arithmetics, histories of this state and the United States, philosophies, algebras, readers, and spellers, not exceeding one book of a kind in such branch, as they shall deem best suited for in-

struction and use in the district-schools of this state." This Board made an earnest and persistent effort to secure the introduction, throughout the state, of the books which they selected. They were opposed, in certain sections of the state, by those who were prejudiced against some of their books; and the attempt to procure an abundant supply of the books, at a cheap rate, was defeated by the action of leading publishing houses and their agents. The whole scheme became unpopular, because it could not be enforced in the form as it then existed; and was abandoned four years since. As late as in 1876, the complaint was made that there was "a great variety of text-books on the same subject and of the same grade in many of the schools." In October, of the present year, the State Superintendent addressed the legislature, in an able manner, on the subject of uniformity of text-books, urging the plan of selection by each town.

NEW YORK.—In 1877, this state adopted a law to prevent the frequent changes of text-books. Previous to that year, no general provisions on the subject of text-books existed in the state, Two unsuccessful efforts were made in the last session of the legislature to provide for state ownership and state uniformity of the books to be used in the common schools. The following is the substance of the present law:

The boards of education in the several cities and villages shall have power, and it shall be their duty, to adopt and designate text-books to be used in the schools under their charge. In the other school-districts of the state, the text-books shall be designated at the first annual school meeting held after the passage of this act, by a two-thirds vote of all the legal voters present and voting at such meeting.

After a text-book has been adopted, it shall not be superseded by any other text-book within the period of *five* years from the time of its adoption, except upon a three-fourths vote of the bodies which adopted it. Any person violating the provisions of this act, shall be liable to a penalty of not less than fifty dollars, nor more than one hundred for every such violation.

It is complained that this law is defective in these points: (1.) It does not actually require uniformity of school books in the same district. (2.) The voters in a majority of the districts were not well enough acquainted with the different series of text-books in general use, so as to made the best selections; and, consequently, no action was taken in many districts. (3.) The district is not compelled to

make the adoption by the forfeiture of public money, or some other privilege, and the law will be practically inoperative.

NEW JERSEY.— The trustees of any school-district have the power, and it is their duty, to prescribe, in connection with the county superintendent, a uniform series of text-books, to be used in the schools under their charge. The pupils of the public schools are required to use the books prescribed by these officers.

The State Superintendent commends, in his last annual report, the action of one hundred and fifty-seven districts, which provide the children with text-books, paid for by district tax. By persistent effort, the County Superintendents have secured uniformity of text-books in two-thirds of the districts of the state. He finds that where these books are purchased by the parents, there is always a greater or less number of children without the requisite supply. He advocates very strenuously the free supply of books, purchased by each district.

PENNSYLVANIA. — Formerly the directors of each district had the right, in consultation with the teacher hired for the ensuing year, to decide annually upon a series of school books, in the different branches to be taught during that year. These books, and no other, could be used in the school of the district during this period. The law now does not permit the directors of any district, or the controllers in any city or borough, to make any change in the school books, used in the schools under their supervision, oftener than once in three years. Any school officer violating the provisions of this law, shall be deemed guilty of a misdemeanor; and upon conviction thereof, he shall be sentenced by the court to pay a fine, not exceeding two hundred dollars, and be deprived of his office.

Hon. J. P. Wickersham, the State Superintendent for twelve years, says, in his report for 1878, as follows: "On the whole, there seems to be no better way of treating this subject than for boards of directors to furnish the text-books as they do school apparatus and appliances, free to all pupils attending the schools. This plan has several very obvious advantages: (1) It lessens the cost of the books one-third, if not one-half; (2) it secures perfect uniformity of books in each school-district, and, consequently, complete classification of the schools; (3) it saves the expense of purchasing new books upon changing residence from one district to another; (4) it does away with the invidious distinction that is apt to prevail among pupils of a school, where some procure books at the public expense, and others provide

them at their own; (5) and it enables teachers to advance their classes when prepared, and to introduce new studies without meeting the difficulties usually thrown in their way, when additional books are to be purchased."

TEXAS.—In 1876, this state enacted the following law:—"Teachers, on the organization of their schools, shall determine the books of instruction to be used, subject to the approval of their community [district] trustees, having due regard to the convenience of the parents with respect to books already purchased.".

Previous to that year, a State Board of Education prescribed the text-books which could be used in all the public schools.

ARKANSAS.—This state adopted, in 1875, a revision of the school laws. The State Superintendent is authorized to prepare a list of text-books on the common branches, such as are best adapted to the wants of the learner, and have been prepared with reference to the most philosophical methods of teaching those branches; and to recommend these books to the teachers and the trustees of the public schools throughout the state. Formerly a State Board of Education authorized the text-books for the schools. In 1872, they attempted to procure a uniformity of books in the state; and they reported that "the attainment thereof is at present greatly retarded, if not entirely defeated, by certain combinations entered into by leading publishing houses of school books."

ILLINOIS. — "The directors of each school-district shall direct what text-books shall be used in the several schools, and strictly enforce uniformity of text-books therein, but shall not permit text-books to be changed oftener than once in four years."

A few years ago, Illinois attempted to inaugurate the plan of compulsory uniformity of text-books throughout the state. Before this movement, the State Superintendent was required, not only to designate the most approved books, but to do what he could to secure uniformity in the use of the same. The legislature refused to adopt the compulsory uniformity, and even repealed the provision making it obligatory upon the State Superintendent to recommend a state list of school books.

MICHIGAN. — The district board shall prescribe a uniform list of text-books to be used in the school of the district; but text-books once adopted, shall not be changed within two years, except by the

consent of a majority of the voters at some regular meeting. One county in the state had a county board which, for two years, prescribed and contracted for uniform text-books throughout the county.

The statement was made, last year, that the authority given to the district boards of the ungraded schools, is precisely the same in this respect as that exercised by the trustees of the graded schools; and all the graded schools have each a uniform list of text-books, while the great majority of the ungraded schools have not such lists. The reason assigned is that the boards of the graded school-districts dare, and those of the ungraded school-districts dare not, comply with the law.

The State Superintendent, in 1876, took the position that "The area of uniformity in books should always correspond with the area over which uniformity of school methods is enforced."

WISCONSIN.— In the revised statutes, adopted this year, appear the following provisions: It shall be the duty of the State Superintendent to recommend the introduction of the more approved text-books, and as far as practicable to secure a uniformity in the use of the same. The district boards, under the advice of the State Superintendent, and the boards of education in the cities and incorporated villages having control of the public schools thereof, shall determine what school and text-books shall be used in the several branches taught in the schools. When any such text-books shall have been adopted, they shall not be changed for the term of three years, nor thereafter, without the consent of the State Superintendent. Every member of a district board in any school-district in the state, in which a list of text-books has been adopted according to law, who shall within three years from the date of such adoption, or thereafter, without the consent of the State Superintendent, order a change of text-books in such district, shall forfeit the sum of fifty dollars.

The school-district has the power to authorize, at an annual or special meeting, the district board to purchase text-books for use in the public schools, to be loaned or furnished pupils, under such conditions as, by such vote and regulations of the board thereunder, may be prescribed. The board of aldermen, common council, or trustees of the cities and incorporated villages, may authorize the boards having charge of the public schools thereof, to purchase text-books for use in the public schools; and to loan and furnish them to pupils under such conditions or regulations as they may prescribe.

NEBRASKA. — The State Superintendent defines the text-books used in the several schools of the state, lists of which must be furnished to the County Superintendents, and by them transmitted to the several district boards within their jurisdiction. A series of text-books was so defined eight years ago, and it still remains in force, unchanged in any respect. District boards and teachers, it seems, have, without the authority of law, made many changes in the books used in their schools.

KANSAS. — It is the duty of the State Superintendent to recommend the most approved text-books for the common schools. The district boards shall require a uniform series of text-books to be used in each separate branch in each school. No penalty is fixed to the violation of the law, and no limit is made to the time in which the books must be used.

COLORADO. — The constitution of this state, adopted in 1876, contains this provision: "Neither the general assembly, nor the state board of education, shall have power to prescribe text-books to be used in the public schools." The following statute was enacted in 1877: — "Every school board, unless otherwise especially provided by law, shall have the power, and it shall be their duty, to fix the kind of text-books to be used; *provided*, that but one kind of text-book of the same grade or branch of study shall be used in the same department of a school, and that after the adoption of any book, it shall not be changed in less than four years, unless the price thereof shall be unwarrantably advanced, or the mechanical quality lowered, or the supply stopped."

This board shall require all pupils to be furnished with the proper and suitable books as a condition of membership in school.

THE TOWN SYSTEMS.

MAINE. — The superintending school committees of the several towns "shall select a uniform system of text-books, due notice of which shall be given; and any text-book thus introduced, shall not be changed for five years thereafter, unless by a vote of the town; and any person violating the provisions hereof shall be punished by a fine not exceeding five hundred dollars, to be recovered in an action of debt by any school officer or person aggrieved. And when said committee have made such selection of school books, they may con-

tract with the publishers for the purchase and delivery thereof; make such rules as they deem effectual for their preservation and return: or if they are kept for sale, may regulate the sale, and appoint an agent to keep and sell them, and fix the retail price, which shall be marked on the title page of each book."

"Towns, cities, and plantations may raise money to provide school books for the use of the pupils in their public schools, at the expense of said town, city, or plantation, or to furnish them at cost to the pupils; and all moneys raised and appropriated for that purpose, shall be assessed in the same manner as other moneys raised for lawful purposes are assessed."

The loss or damage of a book in the hands of a pupil, is made good by the parent or guardian. The school committees make regulations for the distribution and preservation of the school books furnished at the expense of the town.

The State Superintendent in his last report says that several towns have ownership in the text-books. In every one of these towns, the expense of books under the new system is only one-half of that under the old plan. The town, by this plan, buys the books, and loans them to the pupils for use during the term. The teacher keeps an account of the books taken by each pupil, and is responsible to the committee for the proper care of the same. It is found, by the experience of these towns, that the books last twice as long under this system as when the parents purchased books for the pupils.

This system does not prevent the frequent changes of text-books in many towns. It could be improved by compelling the school committees to conform to the law in making a selection of books, under the penalty of their towns losing the state apportionment of the school fund.

New Hampshire.—"Any text-book or series of text-books on one subject, which, on the 10th day of July, 1867, shall have been in established use in any school for a less time than three years, and any which shall thereafter be introduced by the school committee [a town board], shall continue in use therein for the time of three years from its introduction, and during that time no other text-books on the same subject shall be used."

The school committee in each town may direct, annually, a change of one text-book, or a series of text-books on one subject, used in each class of schools. The parents, masters, or guardians of the

pupils shall supply them with the books required to be used in the schools; and upon neglect or refusal, after notice, the same shall be furnished by the school committee, at the expense of the town; and the cost of the same is added to the next annual tax of such parent, master, or guardian, if able to pay it.

The question of supplying text-books at the expense of the towns — the towns to own the books, has been agitated this year, but no action has been taken by the Legislature.

MASSACHUSETTS.— In the present year, the law stands as follows: "The school committee [a town board] shall direct what books are to be used in the public schools, and shall prescribe, as far as practicable, a course of study and exercises to be pursued in said schools. In any town or city in this commonwealth, a change may be made in the school books used in the public schools by a vote of two-thirds of the whole school committee thereof, at a meeting of said committee, notice of such intended change having been given at a previous meeting of said committee. If any change is thus made, each pupil then belonging to the public schools, and requiring the substituted book, shall be furnished with the same by the school committee, at the expense of said town or city, on giving up a copy of the suspended work in condition fit to be used."

The school committee are required to procure books for the schools, and sell them to the pupils at a very slight advance upon the cost. They are also required, when there is no superintendent of schools, to visit each school during the first week of its opening, to ascertain whether the pupils are properly supplied with text-books and stationery. If any pupil is found not furnished with these articles, he is supplied therewith by the school committee at the expense of the town; and the cost of them is finally added, in whole, or in part, or not at all, to the tax of the parent, master, or guardian, according to his ability to pay.

The Secretary of the State Board of Education said, in 1876: "I am sorry to be obliged to say, as I have before said: 'That in very many towns this work has been wholly neglected.' The schools are in a chaotic state, from which the teachers have very little power to redeem them." He further stated that "the duty of prescribing a course of studies to be pursued in the schools, is of far greater moment than that of prescribing the text-books to be used. In fact, the courses of study to be pursued should in a great measure guide in the selection of the text-books."

RHODE ISLAND.—The State Commissioner of Public Education recommends, and secures, as far as practicable, a uniformity of text-books in the schools of all the towns. The school committee of each town select the books to be used in the schools, and make the rules and regulations for the introduction and use of these books. The trustees of each school-district are required to see that the pupils are properly supplied with the books selected by the school committee of the town. Changes in the list of text-books can be made by a vote of two-thirds of the school committee, but not oftener than once in three years, unless by the consent of the State Board of Education.

CONNECTICUT.—The State Board of Education "shall have power to direct what books shall be used in all the schools of the State, but shall not direct any book to be changed oftener than once in five years. The town board of school visitors, subject to the control of the State Board of Education, "shall prescribe the text-books to be used" in the public schools. Whenever the board of school visitors, or school committee of any town, propose to order a change of any of the text-books used in the public schools of the town, they shall, at least two months before deciding what text-books they will prescribe for the schools, notify the boards of school visitors, or school committees, of the adjoining towns, that such change is proposed; and that the board giving notice, and the several boards notified, shall, so far as may be practicable and consistent with the best interests of all the schools of the several towns, agree upon such changes of books as will cause the same text-books to be used in all the schools of their several towns."

Hon. B. G. Northrop, the Secretary of the State Board of Education, opposes very strenuously, in his last annual report, the adoption of an enforced uniformity of text-books by the state. "This remedy for existing evils," he says, "is worse than the disease." A Legislative Committee on Education in this state unanimously adopted, four years since, a full and well-considered report, closing with the statement that they "are of the opinion that it would not be expedient to direct, or to order any board to direct, what school books shall be used in all the schools of the state." This report was accepted without dissent by the General Assembly.

ALABAMA.—This state enacted, last year, a new school code, which omitted the provision formerly in force, requiring the State Board of Education to adopt a series of text-books for the free schools, and to

make arrangements with the publishers to supply the books at central and convenient points in the state, where they could be sold to the patrons of the schools. One town in the state has obtained the privilege which enjoins upon its trustees of public schools the duty "to prescribe the text-books to be used therein."

OHIO.—The township board of education "shall have power to determine the school books to be used in the several schools under their care. No text-book shall be changed within three years after its adoption, without the consent of three-fourths of the members of a board, given at a regular meeting." When a board have a uniform series of school books to be used in all the schools of the township, they have full power to compel teachers to comply implicitly with such action.

This year, two bills were before the Legislature, but were not passed, in reference to cheaper text-books; one provided for a commission to advertise for price lists, to be afterwards sent to the districts, and requiring boards of education to select books therefrom; and the other provided for the appointment of a committee to compile text-books, the copyrights of which were to be vested in the state.

IOWA. — "The board of directors of any district township or independent district, shall not order, or direct, or make any change in the school books or series of text-books, used in any school under their superintendence, direction, or control, more than once in every period of three years, except by a vote of the electors of the district townships or independent district." Neither the sub-director, who is an officer of the sub-district, nor the teacher, has any authority to change text-books. The State Superintendent says, in his last report: "The law, unfortunately, does not command boards of directors to make an adoption of text-books; and therefore, changes are made by teachers and sub-directors to suit themselves.

THE COUNTY SYSTEMS.

MARYLAND. — This law was passed last year: "Each Board of County School Commissioners shall adopt, and may purchase, text-books for the public schools in their respective counties. They shall authorize the delivery of books and stationery to the various schools in the county, under such rules and regulations as they may adopt. No pupil shall be required to pay more than one dollar quarterly for use of said books and stationery." Parents and pupils have the chance

to purchase their own books, when they think proper. The Commissioners keep an account of the books and stationery delivered to the several schools in their county, and file their receipts for the same. The teachers enter into their quarterly reports an accurate account of the text-books used, and make due returns thereof to the Commissioners, at the end of the term; they act as agents of this Board, to collect and account for all moneys received for books and stationery; and they become responsible for the return of these from the pupils at the end of each term, and for the safe-keeping and good condition of the same belonging to the school.

GEORGIA. — "The County Board of Education shall prescribe, from time to time, what text-books and books of reference shall be used in the common schools of the county; *provided*, that the Bible shall not be excluded from the public schools of the state."

Formerly a State Board of Education prescribed the books for all the common schools, and required the publishers to furnish them, for a given time, at one-half the retail prices.

MISSISSIPPI. — The State Superintendent and the several County Superintendents may recommend text-books to be used in the public schools, and may use their influence to procure these books for the schools.

"The County Board of School Directors of each school district shall prescribe a uniform series of text-books to be used in the schools throughout the district: *provided*, said books shall be furnished at no more than actual cost; a price list shall be kept in the office of the County Superintendent, and in each building, and be published in the newspapers of the county: *provided further*, that nothing in this section shall be so construed as to prevent parents, guardians, or pupils, from purchasing their supply of text-books, of the prescribed series, from any other source." No member of the county board is permitted to act as an agent for an author or a publisher of text-books.

This year, the state has adopted this measure: "The County Superintendent shall call a meeting of the teachers of the county, for the purpose of considering and adopting a uniform series of text-books; and when their action shall have been approved by the board of supervisors, it shall be final, and the text-books thus adopted shall not be changed for five years after the date of their adoption; and any series of text-books that has heretofore been adopted according to law, shall not be changed within five years after such adoption."

(Concluded next month.)

A SIXTH RAMBLE IN THE WORLD OF WORDS.

In our Rambles we have well-nigh lost sight of Edward Phillips, Gent., the nephew of the poet Milton, and his quaint old dictionary, or "World of Words," even as some clergymen take a text and straightway say what they please, regardless of all relevancy. Let us then return to our text, and note some of the quaint definitions of our author.

To *hawk* goods is to sell them from house to house, from a word meaning *the back*, for thus *hawkers* carry their goods; but our author injects a little of the popular dislike into his definition: "*Hawkers*, certain deceitful Fellows that go up and down from Place to Place, buying and selling old Brass, Pewter, and other Wares, which ought to be utter'd in open market: But they are now commonly taken for a sort of People, who waiting for the first Publishing of News-books, and other Pamphlets, run crying them about the Streets, as it were Hawks that hunt everywhere for Prey; whence they seem to be so called."

To *hesitate* is from Latin *haerere*, to stick; here is an octuple reiteration of the idea: "*To hesitate,* to stammer or falter, to hum and haw, to be at a stand or stay, to stick in the Briers, to be in suspense, or at a loss what to say or do." The word now denotes rather a mental state than the physical acts denoting a state of indecision.

"Heat a mode of motion" is one of the scientific assertions of the present day, and Professor Tyndale has a work on this subject, but our author, writing in 1706, says: "*Heat*, one of the four primary Qualities, said to consist in the vehement and various Agitations or movings about of the small insensible Parts of a Body." Verily, there is nothing new under the sun. Here is another scientific definition: "*Meteors*, certain imperfectly mixt Bodies, consisting of Vapours drawn up into the middle Region of the Air, and set out in different Forms; as Rain, Snow, Wind, Thunder and Lightening, Blazing Stars, etc. * * * And these are either Airy, Fiery, or Watery. Airy Meteors are those that are bred of flatuous and spirituous Exhalations or Vapours, as Winds, etc. Fiery Meteors are such as consist of a fat sulphurous kindled Smoak, of which there are several kinds, as *Ignis fatuus*, commonly call'd Will of the Wisp; *Draco volans*, or the flying Dragon; *Trabs*, or the Beam; Thunder and Lightning, etc. Watery Meteors are made up of Vapors, or watery Particles, separated

from each other by the means of Heat, and variously modified, as Rain, Hail, Snow, Dew, etc." In the caption to Psalm CXLVII we read: "The prophet exhorteth to praise God * * for his power over the meteors," where the word is used in this general sense; but in common use the word meteor now means a blazing body passing across the sky, although meteorology retains the general meaning.

"To ride a hobby" is a phrase used to denote a narrow-mindedness that clings to one idea. It is curious to notice how this idea originated. "*Hobblers*, certain Irish Knights that us'd to serve upon Hobbies, a sort of light horsemen; also men who by their holding of particular Lands, were bound to keep a little light Nag, to give notice of any Invasion by Enemies or other Perils on the Seacoast." Hobby denotes the aforesaid Irish nag, although it has high-born kindred, being related to the Greek *hippos*.

To admit a mistake and to make all possible endeavor to correct it, is called "making the *amende honorable*." Our author shows what this meant originally: "*Honorable Amends*, a disgraceful Punishment, when an offender is delivered up to the Hangman, who strips him to his shirt, and after having put a Rope about his Neck, with a Wax Taper in his Hand, leads him to the Court, or before the next Church, where he is bound to beg Pardon of God, the Queen, and the Court, for the Offense he has committed." This is a more thoroughgoing operation than a half-hearted apology in the newspaper.

A deed for land usually begins with the words, "This Indenture." To indent is make toothed or notched. But why is a deed called an indenture? Because in former times a deed was in two parts, to be cut into by a waved line, and one part given to each party. It would thus be impossible to forge the deed without detection, as the indentures would not fit each other. The articles by which an apprentice is bound are also called indentures for the same reason. So our author says: "*Indenture*, a writing that contains some contract or agreement between two or more Persons, being indented on the top and answering to another copy, which comprehended the same Covenants and Articles, to be kept by the other Party." While on this subject, let us notice one or two other words in the same connection. A *deed* is a thing done; how then does it signify a writing by which some right is conveyed? The word originally signified "the effect of a contract or agreement made between man and man," and was thus properly an abstract term; but the abstract soon passed into the concrete, and denoted the instrument containing the agreement. We speak of

a man's farm as his premises. Premises denote things premised, but by the same process, the words of the deed, *haec præmissa*, referring to the names of the parties and the things granted, set out in full at first and then referred to as the premises, came to denote the appurtenances of a house, the adjoining land, and generally the whole inclosure of a property. So also a *lot*, as a village lot, is derived from the old Saxon custom of dividing shares in the public domain by lot, as was also done by the early settlers in this country.

Indolent now means lazy. Originally it meant "one who feels no pain," that is, one who takes no pains to do anything. This active use of the verb *pain* is now obsolete. Chaucer says of his Nun:

> She peynede hire to countrefete cheere
> Of court, and ben estatlich of manere.

"*Manure*, to fatten or to Till the Ground, to work and labour the earth with the hand." Here we have the original use of the word, which is the same as *maneuvre*—that is, handwork. To maneuvre is to manipulate; to manure is to manipulate the soil, and includes all the labor put upon it to fit it for crops.

The word *March* means the borders or marches; to march is to go (to the border), and hence to go to war; and because of the measured tread of soldiers, it denotes a stately manner of walking. Market is a part of the march set apart for purposes of trade, each party bringing their goods to a neutral gronnd that no advantage may be taken by either. We retain this idea of the word when we denote by it a place out of doors where goods are sold or bartered. From *march*, or border, comes *mark*, a line, that which limits, and hence any such line; also, a *mark* put upon anything to designate it. The etymology of these words is given differently in Webster, but see Leo's Angel-Sæchisches Glossar., 544, 22; Ettmueller, id., 206.

One more faulty etymology from Webster: He says "Windrow, from wind and row." What, we ask, has this to do with wind? Nothing in the world. The *d* is epenthetic, like the *d* in kindred, Anglo-Saxon kyn-raed; so also thunder, A.-S. thunor. The word, then, is win-row: And *win* is an abridged form of *wain*—wagon; our word, then, is wain-row, or wagon-row—hay laid in a row so as to be loaded on a wain. *Etiam Homerus nutat.*

Menial has now the meaning of servile, with somewhat of an idea of degradation, but the force of the term has suffered from the character of those who were formerly thus called, and from denoting the

highest rank of servant, one admitted to the family, has come to denote the lowest kind of service. In 1706, its meaning was given thus: "*Menial*, belonging to the Household or Family; as a *menial servant*, i. e., one that lives within the walls of his Master's Dwelling house." From old French *mesnee*, a family. The degradation of words often tells quite a history. The word *miscreant* means simply an unbeliever, but all the religious abhorrence of heresy is shown by the present application of the word to the lowest and meanest rascals. Phillips gives "*Miscreant*, an Infidel or unbeliever; one that is tainted with heresy, or embraces a false Religion." Johnson adds as a second definition, "a vile wretch." Worcester marks the first as obsolete, and gives as the present definition, "a vile wretch; a villain; a ruffian." Similarly *villain* meant at first only villager; and *boor* only a farmer.

On the other hand, certain words show a gradual advance in meaning; as "*Moral*, belonging to Manners or Civility. The Moral of a Fable, i. e., the application of it to Men's Lives and Manners." From denoting manners, it passed to denote good manners, and finally to denote correct spiritual behavior, instead of correct bodily carriage. The same may be observed of nearly all religious terms; e. g., *priest* means an aged man; *deacon*, a servant. Titles of office show the same tendency as *marshal*, literally horse-servant; *king*, father; *queen*, mother; *earl*, a man, a laboring man, etc. So, also, the word *tavern* meant, originally, a hut, as in the lines of Horace:

> "Pallida Mors aequo pulsat pede pauperum tabernas
> Regumque turres."

We now use the *diminutive* tabernacle to denote a large building, especially one used for religious purposes, as "Moody's Tabernacle," at Chicago.

Quite a history of morals and manners might be deduced from the history of words.

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Excellence is never granted to man but as the reward of labor. It argues, indeed, no small strength of mind to persevere in habits of industry without the pleasure of perceiving those advances, which, like the hand of a clock, whilst they make hourly approaches to their point, yet proceed so slowly as to escape observation.

COMPULSORY EDUCATION IN ENGLAND.

My observations during the last year, both at home and abroad, refute the old objection to obligatory education, that "the laboring classes won't stand it." In all the county and state conventions of the labor unions recently held in Connecticut, resolutions have been adopted in favor of the rigid enforcement of the law for the prevention of illiteracy. Mixing much with the laboring classes for the purpose of promoting school attendance, I have been greatly encouraged by their growing appreciation of education, whether Americans, Germans, Swedes, or Irish. In England, the various labor organizations earnestly advocate compulsory education. The opposition comes from the comparatively few landholders, the politicians and large farmers. In Glasgow, where the coercive regime is in full vigor, but fifty-one penalties have been inflicted in three years. In Birmingham, where the proportion of illiteracy was far larger than in Glasgow, greater exertions have been requisite to vanquish the apathy of parents. In Scotland, education has long been well nigh universal, while the poorer classes in England and Wales were sunk in ignorance. Under the existing law, the regulation of attendance is left to the local school boards. Recent interviews with prominent friends of education in England and Scotland satisfied me that public sentiment is rapidly growing in favor of making compulsion universal in its application. I could learn of no signs of reaction in any town where it had been adopted, but was assured that in the school boards of London, Glasgow, Manchester, Birmingham, Sheffield, Leeds, and many other large towns, there is not now left a single opponent to this plan. Throughout Britain, experience has converted many objectors to friends.

Sir Charles Reed, president of the London school board, gave me last summer some statements which happily illustrate the good influence of compulsory education in that great metropolis. The new system went into operation in 1871. The school census then taken enumerated 574,693 children of school age, and needing elementary education. For these children only 262,259 school places were at that time provided, and there were 312,434 more children than places. Over two hundred new school houses have been provided since that time, and now the board schools and voluntary schools have accommodations for 505,323. The compulsory law has worked with little friction and marked success. As a result, there has already been a

very considerable reduction in the cost of juvenile crime and pauperism. The magistrates of London and the commissioners of police have all borne cordial testimony to the fact that there has been a great diminution of juvenile offenses, and that every gang of young thieves known to the police has been broken up. The superintendent of the Holloway prison says the juvenile criminals have yearly decreased, so that instead of 136 males and 21 females admitted in 1869, the numbers for the last year were only 28 males and no females. In 1871, Hon. W. E. Forster, the father of the new educational bill, said to me: "In America, you can have little idea of our difficulty in dealing with these myriads of street Arabs in London, who are so degraded and ignorant that they and their parents alike can appreciate neither the evils of ignorance nor the advantages of education." One of the inspectors now says: "These street Arabs sit side by side with the sons of industrious citizens, and so healthful is the tone of the school that complaints are seldom heard. These schools are of the deepest interest and first importance, receiving children from indigent and neglected homes, and supplying all perhaps that they will ever obtain of moral training and cultivation in head and heart. No one can continue to visit these schools, and notice the sad state of these children at the outset, without observing the gradual ameliorating effects of the care bestowed upon them."

By invitation of Sir Charles Reed, I witnessed in July last, the gathering of 5,000 of these children in Crystal Palace. The spectacle of so many children seated in ascending tiers in a semi-ampitheater, near the great organ, was itself inspiring, and the grand choral singing, especially considering the brief period of their school attendance, was excellent. Besides the 5,000 singers there was an enormous crowd of other children and their parents; the total number, said the president of the board, was over 30,000. The Crystal Palace Company gave free admission to the children. Tom Hughes, the president of company, made a speech of cordial welcome to all, and congratulated and commended the school board that had already accomplished so noble a work. The main speech was given by Lord Sanden, a single sentence of which indicates the moral influence already exerted by the London schools. "When we think of the future of the children before us, in the various lots in life which will become theirs, it is impossible not to be deeply affected, or to look at these children without being grateful to Sir Charles Reed and his colleagues, for bringing these children into school, who might otherwise have been left in the

streets, a plague to their parents and a danger hereafter to the state." Similar facts might be given as the good influence of compulsory education in other cities of England, and especially in Birmingham, the headquarters of the National Educational League — an association embracing such men as George Dixon, M. P., and Dr. R. W. Dale — which has been active and influential in the advocacy of educational reforms. Visiting most of the schools of that city last summer, I gained ample proofs of the good effects of obligatory instruction as there rigidly applied. — B. G. NORTHROP, *Sec. Conn. State Bd. Ed., in Barnes' Ed. Monthly.*

HIRING THE TEACHER.

TO SCHOOL OFFICERS AND PARENTS.

In a few more weeks our winter schools throughout the country will be in session. We speak particularly of the district schools outside of our cities and towns. It is of them we wish to write, and to them we wish to draw the attention of school officers and parents, and to whom we now address ourselves. Soon you will, if you have not already, employ a teacher to preside for the next three or four months over the children of your district, and in making your selection you should use great care, for the few short months are of more than ordinary importance to your children's future; for many of them only enjoy this blessing during the winter months, all of their time before and after this being taken up by the labor of the farm; and what time they have for school purposes is of the utmost importance, and the school director will neglect an important duty if he does not try to secure the most competent teacher that he can, for the means at hand. Many of our school officers seem more anxious to procure the "*kind*," than *qualified*. That is, they dwell strongly on the *sex;* they want only a man, and do not seem to care so much about the other qualifications if their teacher is only of the masculine gender. Now, for our life, we cannot see why this distinction should be so strongly drawn in selecting a teacher, for our experience is that, as a *rule*, our female teachers are just as efficient as male, and to this point in particular we have given our careful attention for the past three years. We, instead of being anxious about the *sex*, would be more anxious about the scholarship, morality and progressiveness of the party we wish to employ. We would want to know if the teacher had advanced in his

or her grade of scholarship, during the past two or three years, if he or she had been teaching so long as that, as we would not employ the teacher who just *lived* and did not *advance*. No, indeed, we would not want our children under such a teacher; neither would we want, nor would we employ, the teacher who did not attend our Normal Institutes, and was a regular attendant besides; not one who would simply enroll and stay a day or two, but the one who was there from first to last, and was part of the institute itself, part of its *life*, we might say, and of whom the superintendent, conductor and other teachers in the Normal could say: "That teacher is trying to make something of himself; that teacher is interested in his work." This would be by far a greater recommendation to us than simply the sex. We say here to school officers, and we say it with emphasis, that where you find the teacher does not attend the institute, when he can attend, you will find the teacher who is dead to progress, one who is receding instead of moving forward, one who is teaching for the money alone; and the money paid for his work is money, in many instances, worse than thrown away, and would much better have been given — if it could have been legally done — to the poor of your neighborhood, than to have been expended in the way it was. But we are glad to notice that the feeling, once so prevalent, that only males should teach our schools, is losing ground, and qualifications are now more looked at than whether the applicant for the school is an Adam or Eve, and we hope in the near future, not sex, but ability and morality alone will be what all of our directors ask for when they employ the teacher. We do not, by any means, wish to be understood as saying that any of our school officers would employ a teacher whom they considered morally bad, but that too much stress is placed upon what we are satisfied is of minor importance, and the important qualifications often lost sight of in their anxiety to procure a male to preside over their school. — *Iowa Central School Journal.*

WORDSWORTH said one day to Charles Lamb, that he considered Shakespeare greatly overrated. "There is an immensity of trick in all Shakespeare wrote," he said, "and people are taken by it. Now, if I had a mind, I could write exactly like Shakspeare." "Ah! I see," answered Lamb, quietly, "it is only the mind that is wanting."

HOW TO COMMENCE SCHOOL.

First, get a good ready. In this we refer not to the general preparation for your vocation, which every true teacher makes, but to the especial preparation for this particular day's work. If possible, visit the neighborhood and school-house some days before school is to commence. If this is not practicable, be sure to be in the school-room before any of the scholars, on that eventful first day of school. Acquaint yourself fully with every nook and cranny of your future domain, and see that all is in just as good order as possible. Sweep the floor if necessary; dust the seats; clean off the blackboard; wind the clock, if there be one, and set it going right. Lest there should be no dusters, rubber or chalk provided, it will be well to take these necessary articles with you. If the room is furnished with them, so much the better; if not, and you follow this advice, you will thank me for it before the day is over. That little bit of chalk in your pocket will prove a powerful ally in that first day's work. You know Dr. Hart's saying: "The best school is founded upon chalk."

Make the room not only as neat, but as cheery as possible. A glass of flowers upon your table will brighten it up wonderfully. If you have pictures or mottoes for the walls, be sure they are in place before the first scholar arrives. You know the force of first impressions. Be sure to have all your own belongings in proper place and trim — the books you will need, pen, ink, pencil paper, etc. These seem trivial things to mention, but they are not so. Everything may be thrown into confusion by so slight a matter as your having to sharpen a lead-pencil when you ought to be doing something else.

It is of prime importance that you should make the impression upon your scholars that you are *perfectly ready* for whatever is to be done. It is a species of "fore-handedness" as valuable in a school room out west, as upon a farm in Yankee-land. It has a great effect in setting a school down to steady work.

As the children come in, make their acquaintance as naturally and pleasantly as possible. Don't try to "put on" anything for the occasion, for children are keen-eyed, and will quickly see through shams and despise you for them, but if you have a real hearty desire to be friendly with them they will meet you half way. If you can engage them in any little service for you, it will help on the acquaintance amazingly. Just here let me say that if you have any of that "dig-

nity" which some people think it necessary for teachers to carry around with them in order to keep their scholars at a proper distance — well, just put it in your pocket, or keep it out of my school-room.

Meanwhile, learn as many of the children's names as possible; make it a point to master these names and associate them with the right faces as soon as you can. You will never gain complete control of your school until you can call each child by name properly and promptly. The average boy or girl resents being called "Bub" or "Sis," and has very little respect for a teacher who can not learn names in a reasonable time. "How can he expect to teach us anything if he cannot learn such an easy thing himself!"

At precisely nine o'clock call the school to order. Do it as quietly as possible. If the children are all in the school-room, near you, a slight tap of the bell, just one, or of the pencil upon the table will be sufficient. Right here a suggestion: In all your school work do everything with just as little noise as possible. If you wear squeaky shoes, or jingle the bell, or pound the desk, or slam the doors, or talk loudly or much, you cannot have a quiet, orderly school.

The children will choose their own seats. Let them do so, and make no changes except for very good reasons. Never thwart a child when you can avoid it. Some teachers do so seemingly for no other reason than to show their authority. "Verily, they have their reward." A feeling of antagonism is aroused which puts the children upon one side and the teacher upon the other; thus, at the outset, destroying that unity without which no school can be a success.

If possible, open the exercises with singing. Choose some wide-awake Sunday-school song that the children know and in which they will join heartily; singing thus together helps to break down any wall of partition there may be, and to unify the school. Then read a few verses of Scripture, and ask the children to join you in repeating, reverently, the Lord's Prayer. Let the hands be folded during this exercise, every head bowed, and every word be spoken clearly and distinctly. This method of opening school seems most beautiful and appropriate, and outside of the large cities there are few districts where objection will be made to it.

"Shall I make a little speech to my scholars at the beginning?" asks one. That depends. If you are *perfectly* certain you can make a good speech on the occasion and have really something to say, say it. But if you have the slightest shadow of doubt concerning your ability in this line, leave speech-making to the politician, for children

are the most pitiless of critics, and a failure would make you ridiculous. If you have never tried it, you have no idea how difficult speech-making is with two score of bright eyes fastened upon you, and a score of matter-of-fact little brains weighing every word in odd little balances of their own contriving. They will not appreciate your "flights of fancy;" should you attempt to "soar up like an eagle," an unsympathetic giggle may bring you "down like a tin cup." And it is equally hazardous to court their favor by comparing your pupils to "lambs of the flock," doves, or any such objects in natural history as poetry and imagination have idealized. Such things are apt to suffer at the hands of the children much the same fate which Samivel Weller, Sen., meted out to the "hangel," in his son's immortal valentine.

However, don't think I would discourage speech-making; I am only warning you against some dangers attending it.

Not being fluent in speech myself, I have always found that at the opening of school, as well as elsewhere, "deeds are better things than words are;" so, instead of telling the children what we propose to do we just commence *doing it.* Now is seen the advantage, the absolute necessity, of getting a good ready.

As this brings us back to our starting point, it seems a good place to stop. Another time I may have some more suggestions to make upon this subject. — MARY ALLEN WEST, *in Ed. Weekly.*

HOW SCHOOL WAS OPENED.

The Webster school house was a crazy looking edifice that stood on the corner. It had been painted red once, but that was a long, long time since. It was used for all sorts of meetings, musical, religious, and political, and this, together with the extraordinary wear and tear it received at the hands of the scholars, gave it an utterly woe-begone look that is beyond all description. The desks had been cut by knives in a way that showed most extraordinary investigating abilities on the part of the pupils; they cut names, they bored holes, they made vast cavities in the yielding wood, and no one had said them nay. No curtains at the windows, no mat at the door, no broom behind the door; the stove had a red coat of rust that showed it had endured as high a degree of heat, as the three in the Babylonian furnace. But

even that did not keep the feet of the scholars warm, for the cold winds in winter had as free course underneath, as the pigs in summer.

The new man was lion-hearted, however. In fact, he had been brought up to these things, and to have things of beauty around was of no consequence to him. Monday morning came around, and so did he, and so did twenty-nine children of all sizes. When the teacher arrived he found Bill Webster had brought the key, and had opened the temple of learning to the youthful aspirants; that then, and thereupon, there had been an immediate rush to enter its portals, and that upon gaining the interior a battle had ensued between the said Bill and one McGrath, whose father had a brick-yard. The progress of this conflict was described in various ways as is common among veritable historians. First, Bill deployed his right wing and then his left, but McGrath tried a new pair of boots in the nature of reserves so effectually, that he became the victor, and thereby became the admiration of all the small boys as well as the terror of all the girls.

Yes, the opening day had been celebrated by a sanguinary conflict. The new teacher heard in dismay the news of the terrible encounter. Nor was that all that occurred during that memorable morning. The stove door had been pried from its hinges and lay on the floor.

"Who did that?"

"Peter Wilson; he's been a throwing it at Henry Mansfield."

"Where is Peter? Fetch him in."

Then there was a hole seen in one of the window panes, and from some knowledge of the theory of projectiles, the new man came to the conclusion that it had been caused by a stone.

"Who broke that window?"

"Bill Webster," said the children.

From the best information he could gather, the facts seemed to be that Webster delivered a parting shot with a pebble, as he retreated to his home, that had come through the window, scattering glass in all directions, and affording a fine object lesson on the subject of brittleness. The new man saw next that the water pail was without a bottom, and in that condition was over the head and well down the shoulders of a small boy who had difficulty to peer at him over its edge. The precise object of thus wearing this important utensil the teacher did not stop to ascertain, whether a lunar or solar eclipse was to be thus illustrated, as by a novel apparatus.

"Take off that pail and come here," he sternly said.

The boy was unable without help to extricate himself, however.

The bottom of the pail was found in one corner, and by ingenuity the teacher forced it into its place, tightened the hoops, and bade the boy go and fetch it filled with water.

"Where shall we go for water? Mr. Clawson (the nearest neighbor) said he wouldn't have us at his well any more, 'cause Charley Murphy put a frog in it."

The names of other well-owners were suggested by some of the pupils, and so two of his twenty-nine were soon disposed of as water-carriers.

"Take your seats," and there was a rush made for the desks.

Now in every school-room there is a post of honor — the best seat — and in the Webster school-house it was in one corner. It would hold only two pupils, but five essayed the task of getting into it. The new man knew the doctrine of incompressibility too well to look on unconcerned.

"Come out, all of you."

Then the claims of various students were listened to. One had sat there when school closed, another had been there most of the time during the summer. Finally, the seat was assigned to Fanny Gaylord and Minnie Webster. Then the young man organized a reading class in the Fifth reader, and Patrick Henry's oration was laid out in fine style. — *N. Y. School Journal.*

DIRECTIONS FOR TEACHING ARITHMETIC.

1. Training beginners from five to six years of age on combination of numbers not exceeding ten, in addition, subtraction, multiplication and division. Begin with *counters* such as small blocks of wood, shells, corn, beans, or pebbles, and use them for two or three months, until the pupils canmake the combinations without the aid of objects. [Grube Method.]

2. After from three to six months, extend the combinations to 20.

3. Teach figures, and the forms of written arithmetic, in connection with the mental work.

4. Children under ten years of age should be limited to operations in addition, subtraction, multiplication, and division, in order to secure accuracy and readiness. Problems and analysis come properly when the reasoning faculties are more developed.

5. If a text-book is used by the pupils, omit all puzzling and complicated problems, and all questions involving large numbers.

6. After the first year, teach decimals in connection with whole numbers, at least to the extent of adding and subtracting, and of multiplying and dividing them by whole numbers. Limit: first step, *tenths*, second, *hundredths;* third, *thousandths.*

7. In the second and third years, teach common fractions, limited mainly to *halves*, *thirds*, *fourths,* etc., to *twelfths.* Illustrate simple operations in the four rules by means of apples, crayons, or lines upon the blackboard.

8. Use the blackboard yourself for the purpose of giving explanations or models of methods.

9. Drill your pupils at the board, sending up one-half the class while the other half is engaged in slate work. Give both divisions the same exercises, and insist on good figures and neat work.

10. Give frequent drills in addition,—the operation in which more mistakes are made than in any other.

11. Fix every new operation, or principle, by long-continued and frequently-repeated drill.

12. Do not take more than one hour a day for arithmetic.

13. Depend mainly upon slate and blackboard drill in school, rather than upon problems to be worked at home.

14. Seldom assign home-lessons in arithmetic.

15. Accuracy is vastly more important than rapidity.

16. Mental operations should, in general, precede written arithmetic. Later, the two should be taken together.

17. The essential operations in arithmetic, which all pupils should understand, are the four rules, common and decimal fractions, the tables of weights and measures, and interest. All the rest of the text-book may be omitted without much loss by all but high school pupils.

18. A great deal that passes in school books under the name of arithmetic consists largely of schoolmasters' exercises, of neither practical nor disciplinary value.—JOHN SWETT, *in National Journal of Ed.*

CHILDREN do not reach perfection at a single bound; the patience and care which a teacher has to exercise in the right discipline of a large school, is scarcely realized by the average citizen.

EDISON'S EARLY LIFE. — This remarkable inventor, of whom the the public has recently heard so much, is still a young man, having been born in 1847, at Milan, Erie county, Ohio. His mother was of Scotch parentage, but born in Massachusetts; she was finely educated, literary and ambitious, and had been a teacher in Canada. Young Edison's only schooling came from his mother, who taught him spelling, reading, writing, and arithmetic. He lost his mother in 1862, but his father, a man of vigorous constitution, is still living, aged seventy-four. When he was seven years old, his parents removed to Port Huron, Michigan. The boy disliked mathematics, but was fond of reading, and before he was twelve years old had read the "Penny Cyclopædia," Hume's "England," and Gibbon's "Rome." He early took to the railroad, and became a newsboy on the Grand Trunk line, running into Detroit. Here he had access to a library, which he undertook to read through; but, after skimming over many hundred miscellaneous books, he adopted the plan of select reading on subjects of interest to him. Becoming interested in chemistry, he bought some chemicals, and fixed up a laboratory in one of the cars. An unfortunate combustion of phosphorus one day came near setting fire to the train, and the consequence was that the conductor kicked the whole thing out. He had obtained the exclusive right to sell papers on the road, and employed four assistants; but, not satisfied with this, he bought a lot of second-hand type, and printed on the cars a little paper of his own, called the *Grand Trunk Herald*. Getting acquainted with the telegraph operators along the road, he took a notion to become an operator himself. In his lack of means and opportunities, he resorted to the expedient of making his own apparatus at home. A piece of stove wire, insulated by bottles, was made to do service as the line-wire. The wire for his electro-magnets he wound with rags, and in a similar way perserved until he had the crude elements of a telegraph; but the electricity being wanting, and as he could not buy a a battery, he tried rubbing the fur of cats' backs, but says that electricity from this source was a failure for telegraphic purposes. — *Popular Science Monthly*.

SET A GOOD EXAMPLE. — The first, and perhaps the most potent influence determining the career of our children, is our own conduct. We have little reason, and no right to expect them to act better than we give them an example. If we are hasty, violent, unreasonable, in-

temperate, or profane in our speech, careless in our habits, impure in our lives, we have every reason to expect that our children will grow up to be like us. Nay, we may properly fear that they will make bad haste to distance us on the evil road; for experience, and the terror of the law, and a wholesome restraint from society, keep us somewhat in check. To the child, all these things are wanting. Think of the effect on a boy of seeing his father in a rough-and-tumble fight, or of hearing him threaten to kill a neighbor, perhaps a member of his own family! This is the kind of education too many children have who are growing up to be your fellow citizens and mine, and whom some reckless demagogue will try to persuade ought to be at the top of society. Think of the influence on a child of habitual coarseness, harshness, and the want of self-control in those who stand to him as his types of men and women! Let it never pass out of our thought; let it cling to us and haunt us day by day, that our children are deriving a large and formative part of their education from our daily manners, and especially from the tone of our daily life. The spirit that rules us creates the spirit that rules them. — *Rev. I. M. Atwood.*

HINTS TO TEACHERS. — Have a clear, well defined idea of the kind of a school you want. Have in mind an imaginary model school, but do not be discouraged if you fail many times before you attain this; each day's determined work will bring it nearer. Teach pupils how to study. Teach them how to get from a book the thoughts which it contains. Much time is wasted in getting ready for work. Too often when you enter the room there is the appearance of getting ready for inspection. Teach pupils to attend to business; to do the work assigned them at the proper time, and to do one thing at a time. In hearing recitations, be interested yourself; be enthusiastic; have a soul in the work. If you are obliged to punish, do it out of school. If anything unpleasant has occurred during the day between the teacher and any of the pupils, never allow the school to close without dropping some pleasant word, which will cause all to leave the room with good feeling. Cultivate in pupils, as far as possible, self-respect and self-government. Never attempt to ferret out mischief without certainty of success; better let it pass than fail in the attempt. In governing your school, do not lower yourself to the level of your pupils, but always be dignified and gentlemanly in your deportment. in all the little things that pertain to the government of your school,

thus silently and imperceptibly lifting them up into a higher manhood.

A MISCHIEVOUS THEORY.—There is, at present, in the line of education, a certain powerful influence at work, which has already done much mischief, and will do more, if not speedily checked. This new fangled theory has boldly declared war against time-honored principles and systems, based on the experience of the wise and the good of all ages; promises to the young an education in half the time required for the same purpose in older institutions; dispenses with all wholesome discipline as a relic of barbarous ages; but imparts in reality a miserable smattering of knowledge. Superficiality, feebleness of mind, and a lamentable unfitness for grappling successfully with the realities of life and the intricacies of science, are the necessary results of this ruinous system. As the present is the full development of the past, and contains, at the same time, the germ of the future, so every higher branch of study throws light on the cognate lower one, and prepares, at the same time, the way for mastering the next higher branch. The student who can go only one or two years to school, should not try to graduate; he should master those subjects which he takes up. By so doing, he disciplines his mind, and prepares himself for mastering higher branches by private study.—*Pres. Denver College, Ind.*

ENCOURAGE GOOD READING.—Parents cannot be too vigilant in caring for the reading of their children. Teachers, also, can largely influence the reading of their pupils. Oftentimes a reference to a book by the teacher will cause a whole class to read it. Children should be encouraged to have a good book where it can be taken up at odd moments. If teachers generally would devote a part of each Friday afternoon to an exercise in which the pupils should give a short acconnt of what they have been reading during the week, it would help implant a love for a better class of literature. Of course, this implies thought and care on the part of the teacher, since no teacher can implant a love for good reading unless he enjoys it himself. Let a person acquire a taste for good reading in early life, and the longer he lives the greater his desire for the acquisition of knowledge.—*H. M. Harrington, Supt. Pub. Schools, Bridgeport, Conn.*

ENGLISH THE LANGUAGE OF THE COUNTRY. — If there is any established law of national life, it is that patriotism depends greatly on the assimilation of the population by the native language. The Germany of Europe at once puts in operation the German school to naturalize Alsace and Lorraine. This experiment has been tested in three remarkable instances in the United States: In the old Holland-Dutch region of New York, the German counties of Pennsylvania, and the French department of Louisiana. In each of these localities the common people retained their "mother tongue" far into the present century, to the evident disadvantage of all concerned. The people thus shut up in the prison of a foreign language, grew slowly in their apprehension of American institutions. The districts where this state of education prevailed in the north, were the dark spots during the war, and are still half a century behind the English-school portions of the country in vital American citizenship. This republic welcomes all Germany to its shores; but on the condition that the German is content to die, and rise again an American, at least in his children. The English is the language of this republic, and is to be made so in the public schools. We look upon this polyglot system of instruction as on some other western crazes — the delusion of an imperfectly assimilated community, which will die of its own weight ere another generation. — *National Journal of Education.*

NEWSPAPERS IN SCHOOLS. — The introduction of newspapers, in higher classes, two or three times during the week, would add to the interest of the pupils, and would assist much in opening to them the wide world around them. Then, too, the very errors that more frequently creep into type in newspapers than in more carefully printed books, could be made to teach their lessons. One of the very successful teachers of English grammar is said to devote an hour or two every week to the detection of grammatical and typographical errors in newspapers, and his pupils take greater interest in this than in almost any other feature of their exercises or studies. — *C. A. Morey, Prin. Normal School, Winona, Minn.*

EDUCATION is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant. — *Edward Everett.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

SCHOOL DISTRICTS.

Q. The county board, on petition, set some land from one town into another, thinking thereby to transfer it from one school district to another. Was this the effect?

A. No; a county board has nothing to do with school districts. The district embraces in law precisely the same territory that it did before, but by change of town lines has become a joint district.

Q. The town board ordered an alteration of a district, to take effect on the 8th of December; some think that though this is forbidden, it will take effect the 1st of April. Is this a correct view?

A. No, the order is void on its face. It is of no force, and will have no force at any future time.

Q. A certain district had no officers; a person was requested to *act* as clerk and call a meeting; he did so, and a few voters assembled and transacted business; may it be regarded as legal?

A. Certainly not; there is no way in which a district that has lost its organization can hold a lawful meeting, except under a call from the town board, as provided in section 419, new code — section 4, old code.

Q. If the anuual meeting is held at an illegal time, can money lawfully be paid to a teacher hired after such a meeting?

A. The illegality of the meeting does not extend to the hiring of a teacher afterwards. If a new member of the board was illegally elected, that can be set right by appointment. The board would continue to perform its duties, as far as it had the means. The district should have a special meeting.

Q. Can the district decide as to the grade of certificate a teacher must hold who is to be employed in the school?

A. It has no such power. It can only say whether a male or female teacher shall be employed.

DISTRICT OFFICERS.

Q. We voted for director: "Green" had 3 votes and "Duxbury" 3; but it was claimed that the chairman could not vote unless there

was a tie, and so his vote was struck out and Green declared elected. Was this right?

A. No; the chairman had the same right to vote as any body. There was no election. If the town clerk now appoints a director, it will settle the matter in a proper way.

Q. On the first ballot, one "Sugden" received 9 votes and "J. Phillips" 6. There being two Sugden's present, the chair granted another ballot, when "W. Sugden" received 9 notes, the minority refusing to vote, and claiming that Phillips was elected. Which was elected?

A. Sugden; the second ballot was proper, and made it clear that Sugden was the choice of the meeting.

Q. The clerk being absent, the treasurer elect could not file an approved bond in season; did the office become vacant?

A. Yes, in the eye of the law. The law supposes he might have gone to the clerk, though out of the district, or have written to him. He can be appointed, without trouble, it is presumed.

Q. Our treasurer was set out of the district into another. Is he still treasurer?

A. No; the office is vacant. He can be appointed to office in the district where he now lives; do you imagine he can hold office also in a district where he does not live?

Q. Can I, as clerk, order books and keep them for the scholars, at cost?

A. If the district has authorized the board to purchase, and the board wish you to keep and furnish the books, as wanted, it will be entirely proper for you to do so; if not, you had better have nothing to do with them (see sec. 501, new code).

Q. Can a treasurer elect who fails to file his bond in ten days, and whom one of the board refuses to appoint, be appointed by the town clerk?

A. It would not be unlawful; whether it would be advisable, would depend on circumstances.

THE DISTRICT BOARD.

Q. If a district votes not to use a certain geography, can the board adopt it?

A. The vote has no legal force; the board is not bound by it, but it might be discreet not to disregard it.

Q. If a districtvotes to have a male teacher, and then a call is issued

for a special meeting to reconsider, but the board meanwhile hires a male teacher, is the hiring lawful?

A. It must be so considered. It might or might not be discourteous to those asking the special meeting, but a board is not bound to await such delays.

Q. Would a board be sustained that should suspend a pupil for not bringing written excuses for absence, as required by rule? What are the decisions?

A. The courts sustain school boards in enforcing rules that are really necessary to the carrying on of the school. They probably would not allow a board to insist on regular attendance as a condition of remaining in the school, because it would be deemed an infringement upon the natural rights of the parent. And it may be doubted, therefore, if exclusion from school would be sustained for the reason you mention.

Q. Is a board liable for buying books for the school, if not authorized by the district, if it furnishes them to the pupils at cost, and is not requested to buy them, by the publisher?

A. There may be no absolute violation of the letter of the law, but it might be deemed contrary to its spirit; and why should they assume an authority which the district, if it likes the policy, can confer upon them at its pleasure?

Q. The district appointed a building committee, which included the board; the board say they have the decision of matters; how is it?

A. The board is the building committee, under the law (sec. 434, new code). Other persons may be designated by the district to advise, to procure plans, etc., but not to decide matters, or make contracts, or to overule the board in so doing.

Q. The district voted 8 months school; the board continued the school 9; was it lawful — who foots the bill for the extra month?

A. The board had no authority to extend the term; but if the people used the services of the teacher thus continued, they will have to pay for them. The time to object to a stretch of power by a board is at the time it begins, and not after having acquiesced in it until it has ended.

Q. The clerk and director hired a teacher without consulting the treasurer, who had not qualified; was the action valid?

A. As a general principle, the first business of the board in case of vacancy is to have it filled. The board would not be justified in taking advantage of a vacancy, to accomplish some purpose of their own, nor in acting hastily while the treasurer elect was obtaining his bondsman. I cannot answer more definitely without a further knowledge of circumstances.

DECISION BY THE SUPREME COURT.

The importance of the decision given below is such that we print it in full. It will settle a question upon which there has been uncertainty of opinion, and serve to strengthen materially the discipline and good order of our public schools.

It will be noted, that besides sustaining very clearly the power of the teacher, when necessary, to suspend a pupil from the school, the Court sets forth, in so many words, that "the law gives the teacher power, in proper cases, to inflict corporal punishment upon refractory pupils. — EDRS.

AUGUST TERM, 1878.

The State of Wisconsin, *ex rel.* AUSTIN E. BURPEE, *Respondent*, *vs.* R. W. BURTON, *Appellant.*

The relator is a resident of the city of Janesville, and the defendant is the principal in charge of the High School (so called) in that city.

The relator presented his affidavit to the circuit court, in which he stated and charged in substance, that on the 13th of December, 1877, the defendant, without lawful authority or right, and without legal or reasonable excuse, and contrary to the known wishes of the relator, suspended and expelled from said school, the relator's son, George, aged about sixteen years, who had theretofore been a pupil therein; that the defendant has refused, and still does refuse, to admit the said George as a pupil in the school; that such refusal is in violation of law and of any authority vested in the defendant, which refusal is greatly to the injury and damage of the relator and George; and that they both made demand of the defendant, on the 19th of the same month, that he readmit George as a pupil, but the defendant refused to comply with such demand.

It is further stated in the affidavit that George is a fit and proper person to be received as a pupil, and that there is ample room for him in the school, and ample facilities for his retention and accommodation as a pupil. Also that the specific cause for the suspension is unknown to the relator, except the defendant informed him that it was "general bad conduct" of his son. The relator denies the truth of the charge, and avers that the conduct of his son did not warrant his suspension, or justify the defendant in his refusal to readmit him.

On this affidavit (which stands for a petition or relation) the court awarded an alternative writ of mandamus, commanding the defendant forthwith to admit and receive George as a pupil in said school, or show cause to the contrary on a day therein named. The writ was duly issued and served on the defendant, and is dated the 19th of the same month.

To this writ the defendant made return, in which he admits that he suspended George from the privileges of the school for continued misconduct, persisted in by him after patient, kind, and friendly advice by his teachers to abstain therefrom, to the great injury and demoralization of his class and other pupils in the school. The return contains numerous specifications of disobedient and disorderly conduct, which it is unnecessary to state in detail. The action of the defendant after the suspension of George, and the terms upon which he can obtain readmission to the school are stated in the return as follows:

"That his suspension from the privileges of the said High School was reported to the Board of Education, of the city of Janesville, on the said 13th day of December, A. D., 1877, in writing, specifying the name of the said George L. Burpee, the pupil suspended, the character and date of the offenses for which the suspension was made, the date of the suspension, and other relevant information relating to the said suspension, and the said Board of Education did, on the said 13th day of December, 1877, and on the 20th day of December, 1877, and continually since said suspension, approve, ratify, and sanction the same, and order said suspension continued.

"That on the same day of said suspension this defendant, R. W. Burton, did also give immediate notice of said suspension to Austin E. Burpee, the parent

and father of the said George L. Burpee, the said suspended pupil, specifying the name of the suspended pupil, the character and date of the offenses, for which he was suspended, the date of suspension, and other relevant information in relation to said suspension."

* * * * * * * * * *

"That had the said George L. Burpee shown any desire or disposition to comply with the rules and regulations aforesaid, adopted by said Board of Education, he would not have been suspended.

"And this defendant avers upon information and belief, that when the said George L. Burpee manifests and expresses regret for his aforesaid misconduct and behavior as a pupil of said High School, and makes a sincere promise of future good conduct, and by complying with the reasonable rules adopted by said Board of Education, he can be readmitted as a pupil in said High School; and this defendant as teacher and superintendent of the same will, on such terms, be glad to have him readmitted as a pupil in said High School.

"But his readmission without any excuse for his past misconduct aforesaid, or any promise for any better or different behavior in the future will be of no benefit to him, but an injury, and will tend directly and speedily to the subversion of all rules and regulations for the good order and government of said school, and to the utter destruction of the High School itself."

The relator interposes the following demurrer to the return:

"The relator, Austin E. Burpee, demurs to the return and answer of said R. W. Burton to the alternative writ of mandamus, for insufficiency in not stating facts sufficient to show that the relator is not entitled to the peremptory writ prayed for.

"Also that said return is defective and insufficient in not setting forth the rules referred to, and in not stating the time when said rules were violated, and how and wherein violated, and also in not stating that said several rules were all and each known to said George L. Burpee, before the alleged violation of the same. Also that said return is not verified. Also that it does not appear by said return or answer that the expulsion of said Burpee was at all necessary to the good order and government of said school."

After argument of the demurrer, the court made the following order:

"This matter came on to be heard on the return and answer of said defendant to the alternative writ issued herein, the relator having demurred thereto, and after hearing Jno. Winans in support of said demurrer, and J. R. Bennett, Esq., in opposition, and the court being sufficiently advised, ordered: That the demurrer to said return be and is sustained, with leave to issue a peremptory mandamus according to the prayer of the petition."

All of the proceedings from the filing of the return to the final order, inclusive, were had on the 22d of December, 1877.

The defendant has appealed to this court from the above order.

LYON, J. The power of the board of education to suspend a pupil from the privileges of the school under its charge, and even to expel him, for persistent misconduct, is freely conceded by the learned counsel for the relator. That the acts of misconduct charged against the relator's son in the defendant's return to the alternative writ of mandamus, furnish sufficient grounds for suspending him, we cannot doubt. And moreover, if he was lawfully suspended, no sufficient grounds of restoration were stated in the affidavit for the writ. Indeed, the return shows affirmatively that he has not placed himself in a position to entitle him to restoration.

On the argument of the appeal, counsel informed us that the learned circuit judge held that the defendant has no power to suspend a pupil for any cause, such power being vested by law exclusively in the board of education, and that the demurrer to the return was sustained on that ground. Whether the defendant has such power of suspension, and if so, whether it was properly exercised in the present case, are the controlling questions to be determined on this appeal.

While the principal or teacher in charge of a public school is subordinate to the school board or board of education of his district or city, and must enforce rules and regulations adopted by the board for the government of the school, and execute all its lawful orders in that behalf, he does not derive all his power

and authority in the school and over his pupils from the affirmative action of the board. He stands for the time being *in loco parentis* to his pupils, and because of that relation he must necessarily exercise authority over them in many things concerning which the board may have remained silent. In the school, as in the family, there exists on the part of the pupils the obligation of obedience to lawful commands, subordination, civil deportment, respect for the rights of other pupils, and fidelity to duty. These obligations are inherent in any proper school system, and constitute, so to speak, the common law of the school. Every pupil is presumed to know this law and is subject to it, whether it has or has not been re-enacted by the district board in form of written rules and regulations. Indeed, it would seem impossible to frame rules which could cover all cases of insubordination and all acts of vicious tendency which the teacher is liable to encounter daily and hourly.

The teacher is responsible for the discipline of his school, and for the progress, conduct, and deportment of his pupils. It is his imperative duty to maintain good order, and to require of his pupils a faithful performance of their duties. If he fails to do so, he is unfit for his position. To enable him to discharge these duties effectually, he must necessarily have the power to enforce prompt obedience to his lawful commands. For this reason the law gives him the power, in proper cases, to inflict corporal punishment upon refractory pupils. But there are cases of misconduct for which such punishment is an inadequate remedy. If the offender is incorrigible, suspension or expulsion is the only adequate remedy. In general, no doubt, the teacher should report a case of that kind to the proper board for its action in the first instance, it no delay will necessarily result from that course prejudicial to the best interests of the school. But the conduct of the recusant pupil may be such that his presence in the school for a day or an hour may be disastrous to the discipline of the school, and even to the morals of the other pupils. In such a case, it seems absolutely essential to the welfare of the school that the teacher should have the power to suspend the offender at once from the privileges of the school; and he must necessarily decide for himself whether the case requires that remedy. If he suspends the pupil, he should promptly report his action and his reasons therefor, to the proper board. It will seldom be necessary for the teacher in charge of a district school to exercise this power, because usually he can communicate readily with the district board, and obtain the direction and order of the board in the matter. But where the government of a public school is vested in a board of education (as in the present case) with a more numerous membership than district boards, and which holds stated meetings for the transaction of business, the facilities for speedy communication with the board may be greatly decreased, and more time must usually elapse before the board can act upon a complaint of the teacher. In those schools the occasions which require the action of the teacher in the first instance will occur more frequently than in the district schools. We conclude, therefore, that the teacher has, in a proper case, the inherent power to suspend a pupil from the privileges of his school, unless he has been deprived of the power by the affirmative action of the proper board.

In the present case, we think that the acts of misconduct alleged against the relator's son in the return to the alternative writ, were of a character which justified the defendant in suspending him temporarily, without the previous order of the board of education. Although, for the purposes of this appeal, the specifications of misconduct contained in the return are admitted by the demurrer, we abstain from setting them out here because it might be unjust to the relator and his son to spread those specifications upon our records before there has been an opportunity to controvert them.

It is believed that the conclusions we have reached in this case are in accord with the uniform rulings of the department of public instruction on kindred questions. The decisions by that department of questions within its jurisdiction are entitled to great weight, and should never be overruled by the courts unless clearly contrary to law.

Certain special grounds of demurrer are assigned, but we do not deem it necessary to pass upon them. If any of them are well assigned, leave should have been given to amend the return in the particulars wherein it is defective.

Such leave would have been given, doubtless, had the ruling of the circuit court been based upon the special grounds assigned.

It follows from the foregoing views that the circuit court erred in sustaining the demurrer to the return.

We have grave doubts whether the writ of mandamus can issue in any case to the teacher in charge of a public school to compel him to reinstate a suspended pupil, but have concluded to leave that question undetermined on this appeal. We however suggest to counsel for the relator the question whether, in case the averment in the return is true that the board of education has ratified and confirmed the act complained of, the whole matter has not passed beyond the control of the defendant; and whether the writ can now go to any person or body other than the board?

We may be permitted to add in conclusion, that our system of public schools necessarily involves the most delicate relations between parents and children on one side, and the school authorities on the other, and controversies must frequently arise, growing out of the enforcement of school discipline. These controversies relating, as they usually do, to the control, management, and correction of pupils, are apt to have their origin in wounded parental feelings, and are frequently prosecuted with much bitterness. It is cause for congratulation that so few of these controversies appear in the courts. Most of them are determined by the superintendent of public instruction, whose decisions are almost invariably acquiesced in. This result is due to the ability and good judgment of the gentlemen who have severally filled the high office for a long series of years; aided, as we doubt not many of them have been, by the valuable counsels of the present learned and able assistant superintendent, who has long served in that position, greatly to the benefit of the State. We regret that this unfortunate controversy could not have been adjusted in the same manner.

The order of the circuit court is reversed, and the cause remanded for further proceedings according to law.

EDUCATIONAL NEWS.

THE following account of the late Exhibit of the Public Schools of Walworth County, was prepared by Fred. W. Isham, the County Superintendent, and published in the INDEPENDENT, of Elkhorn: —

Now that the County Fair is over, and the premiums have been awarded, it may not be amiss to say a word or two in relation to the Educational Exhibit. At a teacher's meeting held at Elkhorn in January last, the superintendent called the attention of teachers to the matter of a school exhibit at the County Fair. A committee was appointed to consider and report, and the County Superintendent was requested to lay the matter before the executive committee of the Agricultural Society. As a result, the society admitted school work to a place in the premium list, and allowed $25 to be offered in premiums. When the premium list had been arranged and announced, only about six weeks of the school year remained, in which the graded schools could prepare work for the exhibit. The time being so limited, the plan met with a good deal of opposition, and only part of the schools prepared work. No doubt all of the schools would have taken hold of the work, had there been a fair amount of time, and the proper season of the year. The work should be prepared toward the close of the winter term, when the schools are full, and the classes well advanced. In the country,

the schools were composed largely of small scholars, and the work was of necessity simple, elementary work. Specific directions were sent by the County Superintendent to each teacher, in regard to the preparation of work; and later on, questions were prepared and sent, for both the graded and country school examinations. These examinations were held on the same day in all the schools; and the work sent into the Superintendent's office, where it was arranged, classified, and bound in volumes. The exhibit was assigned to one of the best places in Floral Hall, and received its full share of notice from the visitors at the Fair. The collection of Pressed Flowers, prepared by the pupils of the Elkhorn High School, and the work in Inventive Drawing by the several departments of the Whitewater schools, were especially excellent. Probably the finest work in Map Drawing from any school in the whole exhibit, was from the Troy Lakes school. A majority of the first premiums for High School work were awarded to Elkhorn; for Grammar School work, to Lyons; for Intermediate work, to Darien. Whitewater carried away all the first premiums in Linear Drawing.

The premiums for country school work were awarded as follows:

Best and largest collection from any one school, Troy Lakes, $3; second best, Gott district, Lyons, diploma.

Best papers in Arithmetic, Gott district, Lyons, $1; second best, Troy Lakes, diploma.

Best papers in Grammar, Gott district, Lyons, $1; second best, Troy Lakes, diploma.

Best Penmanship, by pupils under twelve years of age, Topping Corners, $1; second best, Brick Church S. H., Walworth, diploma.

Best Maps of Wisconsin, Troy Lakes, $1; second best, Gardner's Prairie, diploma.

Best Maps of Walworth County, by pupils over twelve years of age, Troy Lakes, $1; second best, Traver district, Linn, diploma.

Best set of same by pupils under twelve years of age, Richmond Centre, $1; second best, Gott District, Lyons, diploma.

The committee consisting of Prof. S. S. Rockwood, Mrs. William Stewart, and Miss Emma Waters, with A. H. Allyn, Clerk of District No. 7, Delavan, as umpire, devoted about six hours to a very careful and thorough examination of the exhibit. The results, so far as the country schools are concerned, were very satisfactory; the competition will prove an excellent stimulus to better work in in these schools. As regards graded schools, the plan was but partially successful; we hope that in the coming year all the village schools may be induced to compete, and that some serious drawbacks that existed this year, may be removed. Next year we want to see better premiums offered, the competion more general throughout all the schools, more time to prepare the work, and hence better preparation. The matter is no longer an experiment; and the teachers of Walworth County are to be credited with having taken the initiatory step in presenting educational work, systematically arranged, at county fairs in Wisconsin.

THE following excellent instructions to teachers of the public schools of Beloit, were adopted by the School Board of that city, February 13, 1877. They

were amended, as will be seen, in June last. We should be glad to learn from some member of the Board, or from the principal of the High School, what effect this scheme for the examinations of the pupils has upon the work of the schools. The committee referred to in the article consisted of T. L. Wright, the Superintendent, and Prof. T. C. Chamberlin: —

Your committee to whom was referred the subject of examinations, beg leave to report that they have had the subject under consideration, and offer the following suggestions as embodying their conclusions:

1. Examinations should have for their chief object the culture and profit of the pupil.

2. Subordinately, they may be made the means of classification and gradation, and a guide to the teacher.

3. Examinations are not intended to be used as an intellectual whip with which to enforce diligence in study, thereby rendering them a source of terror to timid and nervous pupils.

4. Sufficient importance should be attached to them to draw out the full capacity and requirements of the pupil, thereby rendering them a source of important mental discipline; but great care should be exercised lest they be unduly magnified, and the pupil be overcome by the stress of the occasion, to his mental and physical damage.

5. To this end, as well as to that of justice, classification and gradation should not depend wholly upon examinations, but largely upon the daily record of the pupil.

6. It is recommended that a definite ratio between the daily standing and the results of examination be fixed upon, by which the two may be combined to give the true standing of the pupil; and that upon this basis all gradation and classification shall be made, and not solely upon the results of examination.

7. The examination should be of essentially the same character as the work upon which the examination is had. If the daily recitations have been wholly oral, the examinations should be so likewise. Written examinations should be preceded by written recitations.

8. The value of written examinations is fully endorsed; but great care should be taken that they are not too prolonged, especially with pupils unused to continuous writing.

9. Examinations may be partially written, in all grades capable of writing, if proper discretion as to their length and character is exercised.

10. Deficiencies in one study should not affect the standing in others. Errors in spelling or penmanship should be marked simply as such, and should not depreciate the standing in any other subject, though the errors may occur in the paper on that subject.

11. It is recommended that so far as practicable, the examinations of the pupils of the two grammar schools be identical for the year previous to their admission to the advanced grammar class.

At a meeting of the School Board, held June 15, 1878, the following resolution was adopted:

Resolved, That the board offer the following additional suggestions to teachers in relation to the standing, gradation, and classification of pupils.

1. The standard of maximum excellence should be 100.

2. The standing for each month should be ascertained by combining (1) the daily standing during the month, (2) the examination standing, and (3) the acquired capabilities of the pupil at the close of the month. The daily examination standings may be obtained in the usual methods, and need no explanation. In marking the acquired capabilities of a pupil, the amount of improvement, the capacity for acquisition shown, and the fitness for advancement, in connection with a general estimate of the work of the pupil, are to be considered. The mark under this head is intended to represent the teacher's best judgment of the sum total of the pupil's acquisitions, independently of the daily and examination standing, and is intended to correct and compensate their defects.

3. For the present, it is recommended that these three markings have equal weight in determining the standing of the pupil.

4. The term standing shall be ascertained by combining (1) the average monthly standing, (2) the term examination standing, and (3) the marking for the acquired capabilities at the close of the term, giving each equal weight.

5. The standing for this year should be determined in a similar manner by combining (1) the average term standing, (2) the yearly examination standing, and (3) the marking upon the acquired capacity at the close of the year.

6. Gradation and classification should be based upon the standing as thus determined.

7. The principal is recommended to take such mensures as may be necessary to secure, as far as possible, uniformity of marking.

EDUCATIONAL EXHIBIT AT PARIS.

Several applications from foreign governments have been made for the articles of our educational exhibit at the Paris Exhibition, to be placed on permanent deposit in the pedagogical libraries or museums of these governments. Superintendent Philbrick, director of the United States section of education at Paris, writes: "It is my hope that the greater part of the materials of the Exhibition will be given for these purposes, and especially the books and the scholars' work. And I would say that, in my judgment, France has the first claim for these gifts, Japan and England coming next in order.

The school board of Milwaukee have resolved to place their contribution to the exhibit from this state at the disposal of Superintendent Philbrick, to be donated, in the name of the city, to such governments as desire them, and as he shall deem best for the purposes mentioned in the applications from these governments. The President of the Board, Joshua Stark, Esq., says: "We think the scholars' work presented in the Milwaukee exhibit, will be of more utility for the purposes of information and comparison, in Europe, than at home."

After consultation with the Governor, who paid the expenses of the preparation and transportation of the articles furnished by the Department of Public Instruction for the Paris Exhibition, the State Superintendent has decided to present these articles, through Superintendent Philbrick, to the French Government to be placed on exhibition in the Pedagogical Museum of the "Palais

Royal" in Paris. With the consent of the authorities of the State University and of the State Normal Schools, the scholars' work and other articles furnished the State Superintendent last spring for this exhibit, will be made a portion of the donation from Wisconsin.

EDITORIAL.

TRAINING OF TEACHERS IN GERMANY.

The National Bureau of Education, at Washington, has lately issued a circular, giving information on the subject of the Training of Teachers in Germany. It is a document of great interest, especially to those in this country, who are desirous of securing well qualified teachers for our public schools. It furnishes an opportunity to compare, intelligently, the operations of the Normal School system, adopted in this state, and in other portions of the union, with those of the same system which exists uniformly in all the states of the German Empire. There Normal Schools have been maintained over one hundred and seventy-five years, and sufficient time has elapsed to test the correctness of the principles and methods on which they are organized and managed. Germany supports two grades of institutions for preparing teachers,—one for the elementary schools, similar to our common schools; and the other for the secondary schools, which embraces most of the work performed in our high schools and colleges. Last year, one hundred and sixty-eight teachers' seminaries of the first grade were in operation; and eighteen universities gave special instruction to their students fitting themselves to teach in the secondary schools.

Let us first examine the preparation which the teachers of this latter grade are obliged to make. After they leave the elementary schools, they enter the gymnasiums, where they spend nine years in close study of all the branches taught therein. After passing a careful examination in these branches, they are admitted to the regular universities of the empire, where they are required to remain three years. During this time, they continue the studies in their own language, and in the ancient languages, including the Greek, Latin, and Hebrew; in the mathematics and the natural sciences; in geography and history; and in the Christian religion. Besides these, they pursue in these universities a full course of pedagogy, usually presented in lectures. "The subjects of the lectures are the history of education, scientific principles of education, physical training of the child, school discipline, methods of instruction, school hygiene, school legislation, school architecture, ancient and modern languages, comparative philology, logic, metaphysics, and other branches of instruction, which the teachers have to teach in their professional career." Then, before they are permitted to become directors or teachers in the secondary schools, they must pass a state examination, held by a committee composed of government representatives and professors of the universities, and embracing the studies which they have pursued in the university course, and any others which they expect to

teach. Evidence that they possess a high moral culture, must also be presented. This is supplied by the certificates of good conduct maintained through their career in the gymnasium and the university.

In some of the colleges and universities of our country, similar instruction is given to a portion of their graduates, particularly those who intend to teach in our high schools and academies. Still this instruction is not as extensive, and is not established on any systematic plan; and much less is its thoroughness always tested by examinations. With us, the abilities of the principals and other teachers in our secondary schools, are judged mainly by their work while in charge, and not by the preparation which they have made.

But let us return to the consideration of the first grade of the German schools for training teachers. These are called teachers' seminaries, and fill the same position as do the normal schools in the United States. Those in Prussia are taken as the representatives of the other states of the empire; and full statistics of them are given in the circular of the Bureau of Education. As in this state, and elsewhere in this country, these schools in Prussia are maintained at the public expense. In 1876, they were one hundred and six in number — ninety-nine being exclusively for male teachers, and seven for female. They were attended by 7,199 students, — only 470 of them, less than one-seventeenth, being females. Of them, 1,948 graduated that year — nearly one in four, making at least eighteen on the average to each school. This fact shows the superior qualifications of the students in attendance; and especially, when less than seventy of them were admitted to any single school, as the law does not allow a larger number to attend.

In the United States, one hundred and fifty-one normal schools were in operation, in the same year, largely under public management. Only three of these are reported as excluding female students, while seventeen are exclusively for them; the balance, 131 schools, admitting both sexes. More ladies than gentlemen fit themselves for teaching in the schools of our country. In the Normal Schools of Wisconsin, more than five-ninths of the students are females. Here we make no limit, beyond the accommodations of the buildings, to the number who receive normal instruction. In 1876, the greatest attendance at one of the schools in this state, was 285; at San Jose, California, 501; and at the Normal College, New York City, 1,409. In Wisconsin, one in fourteen of the students graduated; in Massachusetts, one in five; in Pennsylvania, one in eleven; and in Illinois, one in twelve.

In Prussia, for every normal student there were 3,826 inhabitants; in Wisconsin, 1,249 inhabitants, — showing more than twice the percentage of attendance. In this country, a larger proportion of our people engage some portions of their lives in teaching; and do not, to the same extent as in Germany, make it a permanent calling. Besides, we place, on an average, a less number of pupils under a teacher in our public schools.

During the six years previous to 1876, twenty-six new teachers' seminaries were established in Prussia alone. At the beginning of this period, the National Assembly called on the Government "to endeavor to meet more rapidly than hitherto the pressing need for the erection of new training institutions, and the enlargement of those already existing, and thus to put an end to the practice of

filling up teachers' vacancies by appointing unqualified individuals." Thus we see that in the country where schools of this kind have been the longest on trial, their usefulness, and we may say, also, their necessity, are the most fully recognized. In those parts of the United States where they were first opened, there they are to-day the most prized. So we believe that the popular sentiment underlying the normal schools of our state, is constantly growing; their need now is more realized than ever before. This action is based, abroad as well as at home, "on the principle that the universal education of the people, and the consequent growth of the state in wealth and power, are impossible, without the agency of the teacher's profession, and that such a profession is only possible through the adoption of measures calculated to make it at once honorable, secure, and independent."

The Prussian training schools differ from ours in several respects. In theirs "at least one-half of the living expenses of the students is borne by the state, or defrayed out of the funds of the seminary." In most cases, the principals of their schools are either Protestant ministers or Catholic priests. They have the entire charge of the schools, superintending the domestic economy and the discipline, as well as the instruction. Even the organization of the school is committed almost entirely to them. As a consequence, much greater attention is given to the religious phases of education, and each school is liable to have a special character of its own. Their students are trained in some of the industrial pursuits, as well as in the studies of their profession. They perform all ordinary housework, as preparing the meals, and taking care of the sleeping apartments. They prune the fruit trees, and cultivate the lands attached to the schools. No student under seventeen years of age is received. The most rigid examination is enforced upon the candidates for admission, and then only those standing highest on the list are elected to fill the existing vacancies. The principal of a teachers' seminary is required to visit a certain number of public schools in his circuit once a year. "He must make himself acquainted with the condition of these schools, to give the teachers such hints for improvement as his observation may suggest, and to present the results of his yearly visits, in the form of a report, to the school authorities of the province." Any teacher found deficient, may be recalled to the seminary for shorter or longer period, to improve his knowledge in any branch, or his skill in teaching.

Our courses and methods of instruction are quite similar to those of the Prussian schools. In theirs, the practice departments are established, and both boys and girls are instructed in these. The students are required to gain experience in teaching by taking the charge of classes in these departments. All candidates for admission are examined in German history, natural history, instrumental and vocal music, Biblical history, history of Christianity, and the catechism, in addition to the common branches.

Only one course of instruction is adopted, and that extends over three years. It embraces these subjects:— Religion, Pedagogics, German language, Arithmetic, Geometry, Natural Sciences, Geography, History — Prussian, German, Greek, and Roman, Vocal and Instrumental Music, Drawing, Penmanship, Gymnastic exercises, and French or Latin, according to the option of the student. At the end of the three years, the students composing the graduating

class in each school, are examined in these studies by a committee appointed by the government. If successful in this examination, they receive diplomas, graded according to their attainments into three classes. These diplomas serve as certificates of qualification to teach in public schools.

THE opinion of the Supreme Court of our State, which is published in this number of the JOURNAL, will be read with great satisfaction by thousands of teachers and school officers. Those most intimately acquainted with the management and discipline of our schools, both public and private, have realized for several years that we needed a more authoritative and explicit definition of the powers and responsibilities of instructors and school boards. Conflicts between pupils and teachers have been multiplying each year, growing largely out of the misinterpretation by the former of the rights which belong to the latter. Many teachers have managed their schools with timidity and looseness in discipline, because they felt that their authority rested on an unstable basis. Finding their privileges disputed by willful scholars and indulgent parents, they have often toiled and fretted to the end of the term or the year in great unhappiness. Sometimes the teachers have been put to trouble and expense in defending, in our justices' courts and elsewhere, the plainest and most essential prerogatives which inhere in their positions. The Supreme Court have omitted nothing in their opinion, which the teachers and the educational boards of the State could desire to have decided on the subject presented. Our public schools are under lasting obligations to the members of the court for their decision, and especially to Judge Lyon, for the lucid and comprehensive manner in which he has written it. Very many restless and refractory boys in our schools will learn of this action; and respecting it as the highest exposition of the laws and the regulations under which they are placed, they will yield a more ready and quiet obedience to the authority of the teachers and the school officers.

WE clip the following editorial from the Oshkosh *Northwestern*, and we are sure that it will be read with interest by the readers of the JOURNAL: —

THE WHITEWATER AFFAIR.

Regents Hay, of this city, and J. H. Evans, of Platteville, arrived in the city, Thursday, from Whitewater, where, in conjunction with Regent Chandler, the other member of the committee, they have been investigating the charges made by the late President, Mr. Phelps, against two of the faculty, Profs. Salisbury and Rockwood. The removal of President Phelps from the Whitewater Normal School, and the subsequent discussion which has followed through the newspapers, are somewhat familiar to the public. To give an idea of the circumstances which led to this action, would take unnecessary time and space. It is perhaps sufficient to know that the board of regents, by the duty and trust imposed on it, saw fit to make a change in the head of the faculty of the Whitewater school. Such a change was made, and ever since Mr. Phelps has waged a violent war against the board, and has made formal charges against Profs. Salis-

bury and Rockwood, who were teachers under him, accusing them of insubordination, and of meddling in politics by distributing political tickets in the school, and otherwise attempting to influence votes. A committee consisting of Regents Hay, Evans, and Chandler, was appointed by the board, to investigate the matter, and take testimony in the case. This committee has just closed its session at Whitewater, having taken the testimony of all the teachers, scholars, and citizens of the place, who could be found to know anything of the matter under investigation. Mr. Phelps did not put in an appearance at the investigation to sustain the charges which he had made. The testimony taken was almost wholly contrary to the charges made, and neither the evidence nor the public sympathy at Whitewater at all sustains Mr. Phelps. The report of the committee has not yet been made out, as Messrs. Hay and Evans had to leave immediately for Oshkosh.

We are reading, with great profit to ourselves, a work on "Early and Infant School Education," by James Currie, principal of the Church of Scotland Training College at Edinburgh. It has not been published in this country, and though it has been issued for twenty-one years in Great Britain, it has not been extensively read by our teachers. Still it can be obtained at some of the prominext book-stores in our larger cities. It is a work of 310 pages, and sells for $1.60. Its author has extensive acquaintance with the preparation of teachers for the elementary schools. He is endowed with a very clear and thoroughly furnished intellect. He shows an accurate knowledge of the laws and operations of the human mind, and of the workings of the school-room. His treatment of the subjects presented in the work, is candid, exhaustive, and convincing. We wish that all teachers in the state, and particularly those in charge of the primary schools, would carefully study the book. They would better understand the philosophy, as well as the practical operations, of their work; and as a consequence, they could not fail to have deeper interest and pleasure in the training of the minds of children.

Arrangements are being completed for the Convention of the County and City Superintendents, at Madison, during the holidays. The executive committee appointed last year, are preparing the programme of the exercises, which will be published in the next number of the Journal of Education. The occasion will, we trust, be one of great practical interest to the superintendents; and we hope to see a large number of them in attendance. Copies of the programme will be sent to each one, before the opening of the convention.

Frequent applications are made by teachers for copies of the Revised School Code. They cannot be supplied, because they are printed for school officers. To supply the teachers of the state, would require a good many more than was were printed. The code can always be borrowed of the district clerk.

SUBSCRIBERS whose year is out with December, and who for any reason do not intend to continue another year, will please notify us at once, and not wait till they have received two or three numbers on a new year.

OUR thanks are due to many and divers friends who have sent us the September number.

To make room for all our articles, we give several extra pages, this month.

NEW PUBLICATIONS.

OUR attention was lately called, by one of the Institute Conductors, to a primer on Political Economy, by W. S. Jevons, a professor of this science, in University College, London, England. The work is published by Appleton & Co., New York, and is sold for forty-five cents a copy. It was written this year, and contains the freshest, though brief, statements, upon the topics of which it treats. These questions are carefully discussed,— those just now of such prominent interest to the citizens of this country: The relations of labor and capital, Co-operation of business men, What constitutes money, Banking privileges, and The functions of government in relation to labor, capital, and money. It is a convenient work for our public school teachers to study, and they will find it reliable in answering the numerous inquiries which may be proposed to them.

THE INTERNATIONAL REVIEW. — The last number of this periodical for the present year has been received. The publishers, A. S. Barnes & Co., New York, have supplied its readers for the whole year with exceedingly interesting and instructive articles. Some of these we have laid aside for a second reading, or future reference. The number before us furnishes a contents of the five volumes which have been issued, as well as a more copious contents of the last volume. It contains, also, extended discussions on the following subjects: Does Humanity require a New Revelation? Pending Ordeals of Democracy, The Government Library at Washington, The Final Philosophy, Successful Mediocrity, Social Democracy in Germany, After Specie Resumption — What? and a Review of the Contemporary Situation of America, England, Germany, and France. Price, $5.00 a year.

THE DOMESTIC MONTHLY, for November, is pronounced by the ladies to be a fine number. In addition to the discussions of dress and the fashions, which are always moderate and sensible, and its excellent literary contents, its current Talks about Flowers, their culture, preservation, etc., are particularly noticeable, and really valuable. THE DOMESTIC MONTHLY is published by Blake & Co., 849 Broadway, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies, 15 cents.

NOTES.

THE institute at Shawano had 33 members. The evenings of this institute were occupied with lectures.

THE Racine county institute, at Rochester, had an attendance of 75. Of this number, 29 had attended academies.

THE La Crosse county institute, at Onalaska, enrolled 45 members. The institute was favored with three lectures.

THE Jackson county institute, at Black River Falls, enrolled 53 teachers. Of these, 40 had attended high schools.

EAU CLAIRE county institute had 56 members. The teachers speak enthusiastically of Prof. McGregor's instruction.

THE state university had enrolled by the fifteenth of October nearly 450 students, including the members of the law class.

CLARK county institute, two weeks in length, had 55 members. Supt. Dore writes: "It was a success in all respects."

THE Oconto county institute had 23 members. Prof. Graham, the conductor, lectured an evening on "General School Work."

THE institute at Darlington, La Fayette Co., had 76 members. Of these, 11 held first grade certificates, and 6 had attended normal school.

THE Barron county institute, held at Shetek, enrolled 24 teachers. Their average age was 24 years. Five had attended academies: and 7, high schools.

THE institute at Lowell, First District, Dodge Co., was attended by 73 teachers. They showed great eagerness in receiving instruction from Prof. McGregor.

THE Adams county institute, held at Friendship, enrolled 78 members. The session was two weeks in length; and the daily attendance was 72. Has this been equalled in any other instiute this fall?

SUPT. RATHBUN, of Buffalo county, adopted at his fall examinations the minimum standing of 65 per cent. for the third grade certificates; 75 per cent. for the second grade; and 80 per cent. for the first grade.

THE Walworth county *Independent* says: "Under the management of Prof. W. F. Place, the Walworth academy has been much improved, and is now patronized by quite a large number of students from Walworth and vicinity."

THE institute at Centralia, Wood county, the second held at this place this year, enrolled 32 teachers. The county superintendent writes: "The number attending, though smaller than it was last spring, embraced a larger proportion of those actually engaged in teaching."

A SCHOOL district clerk, who has been in office nine years, writes a letter to the State Superintendent, and spells some words curiously. It is a sample of many letters received at his office. These are some of the words: uppertunity, supperintendend, satificet, naebors, nessessary, aducation.

THE Green Lake county institute, at Kingston, enrolled 78 members in all. Previous to the opening of the institute, a normal class had been conducted by Supt. Millard. He says: "On the whole, we had a profitable session, but we hope to arouse more interest next year, and awake some teachers from their 'Rip Van Winkle' sleep. Many thanks are due Prof. Salisbury for good advice and instruction while here."

THE Marquette county institute, held at Montello, was four weeks in duration. It was conducted by R. G. O'Connor, the county superintendent, and Prof. C. A. Burlew, the principal of the high school at Montello. The last two weeks, Prof. McGregor, assisted by the above, took the charge. The institute is spoken of as very interesting and profitable. It was attended by 92 teachers. This is very commendable in a county where there are only 57 public schools.

WE found at Plymouth, Sheboygan county, nearly 170 members enrolled in the institute under the charge of Prof. Graham. Mr Grogan, the county superintendent, informed us that less than 30 teachers in his county were absent from the institute. The attendance had been very uniform from the beginning, notwithstanding the room where the exercises were held was not designed to accommodate over one-half of the number present, and the weather, some of the time, was very warm. The enthusiasm of the teachers was admirable.

IN a letter received some time ago, Prof. J. Q. Emery writes in regard to the institute held at Fort Atkinson, Jefferson Co.: "We have enrolled sixty-seven. There ought to have been more; but it is an unfavorable

season of the year for an institute in this county. It has been much larger, however, than the two weeks' institute held at Jefferson two years ago. There was a gradual increase of interest to the last. The general feeling seems to be that the institute will result in good to the district schools. I can heartily commend the work of Profs. Salisbury and Maxson. Supt. Collier has earnestly co-operated."

THE Kenosha Telegraph, in alluding to the institute held in Sept'r in that county, says: "The institute closed last Thursday afternoon. Prof. Salisbury bade the teachers good-bye, saying that he was more than pleased with their work. He also said that as he had conducted three institutes in the county, that probably he would not come here again. The county superintendent was not present when the institute closed, and, hence, he did not hear this; but he takes this opportunity of telling Prof. Salisbury that if there is an institute in this county, next fall, the professor will conduct it, and that he had better make a note of it now."

THE total income of the state university of Michigan, last year, was $174,827.55.

THE total income for our normal schools last year was $83,364.79; and for our state university, $81,442.63.

SINCE 1868, Kansas has invested women of sound minds with the right to vote at school elections and meetings.

IN Germany it is against the law to have windows on both sides of the school-room, as the cross illumination injures the eye-sight.

IN Oregon women who are widows, and have children to educate, and taxable property in the district, and who have resided in the district thirty days immediately preceding the school meeting, are entitled to vote at such meeting.

THE State Board of Education in Oregon, consisting of the Governor, the Secretary of State, and the State Superintendent, adopted, Sept. 1, 1876, in accordance with the provisions of law, a full course of study for the public schools of that state. It embraces seven grades of the common English branches.

THE Supreme Court of Iowa has recently decided, in a case where a teacher punished a boy for throwing stones at a person going along the road, while on his way home from school, that either the teacher or the parent may correct a child for misconduct on the way between home and school. In school, the teacher's authority is absolute; at home, the parents: to and from the school, the jurisdiction is concurrent. Both teacher and parent must keep punishment within humane limits of severity.

DANIEL REED, LL.D., the well-known educator, died at Keokuk, Iowa, on the 3d of October, of paralysis. He was appointed to a professorship in Ohio University (his alma mater) April 8, 1825. He was for a time a professor in Indiana State University, and then for some years occupied a chair in the University of Wisconsin. In 1866, he was elected president of the University of Missouri. He died 74 years of age. His remains were brought to Madison, and interred in the beautiful cemetery near the city. His funeral was attended by many citizens who respect and honor his memory.

GOVERNOR SMITH has received information from Washington that the claim preferred and personally urged by him in behalf of the state, for indemnity on account of deficiencies in the sixteenth (school) sections, has been allowed by the general government; and the registers and receivers of the several U. S. Land Offices in Wisconsin have been ordered to facilitate the selections therefor. The amount now admitted to be due the state is 35,501.18 acres, with claims for about 7,000 acres more in abeyance. The proceeds from the sale of these lands will make a handsome addition to the school fund. Gov. Smith deserves great credit for his efforts in forcing the allowance of this claim, which has never been persistently urged by previous administrations.

REV. D. WIRT, of Plymouth, Wis., manufactures a new variety of black ink. It is warranted to flow freely, not to corrode the pen, not to be injured by freezing, and not to fade. If it possesses all these properties, it must be a very desirable article. Supt. Grogan testifies that it is just what is wanted in the school room. Pres. Albee has ordered a large supply for the Oshkosh Normal School, and says, after testing it, "I consider it as good as the best we have ever purchased." A quantity has been sent to River Falls Normal School for use there. We have tried the ink, and find that it flows quite freely with either a steel or a gold pen; and that at the start it makes a clear black line, which remains so.

PROF. WHITNEY estimates the recurrence of certain short vowel sounds in the English language to be in the following proportions: *A* as in *pan* constitutes 3.32 per cent. of our utterance; *E* as in *met*, 3.34 per cent.; *I* as in *it*, 5.90 per cent.; *O* as in *not*, 2.59 per cent.; and *U* as in *but*, 5.66 per cent.

SUPT. MCLOUGHLIN held his second institute for this year at Fond du Lac, in October. The attendance was 88, and the interest good. Twelve of the teachers hold second grade certificates.

PROF. ZIMMERMANN's instruction on drawing at the institutes which he attended, has directed the attention of a considerable number of our teachers to introducing this study into our elementary schools. His work was valuable.

THE second superintendent district of Dane county held its second institute for this year, last month, at Middleton. Supt. Frawley has a happy faculty of inducing his teachers to attend such gatherings, as 110 of them were present at the last institute, and 128 at the former, held last spring. Six of them hold first grade certificates; and thirty-two had attended colleges and universities.

PROF. A. F. NORTH writes, in reference to the institute at Oak Creek, Milwaukee Co., which was attended by 26 teachers: "I have closed the institute, which, if I do not deceive myself, was both profitable and pleasant. I began the work early Monday forenoon. The superintendent district is small, and some of the schools were in session; but the teachers were, in every respect, all that could be desired."

THE superintendent of Waupaca Co., L. L. Wright, assisted by several teachers in the graded schools, held last month a most successful institute at Weyauwega. It was attended by nearly 100 teachers. A correspondent, in a paper of that county, says: "Never before, in my experience, did teachers and conductors work so harmoniously. The result from this unity of feeling and purpose was a great amount of good, genuine, and beneficial work."

THE regents of our state university have completed arrangements with Prof. Jas C. Watson, of the Michigan university, to take charge of the Washburn astronomical observatory. The professor is recognized as one of the most distinguished astronomers living. The new planets which he has discovered, number twenty-two; and his observations last summer on the supposed planet Vulcan, have attracted universal attention. He is in the very prime of life — a man of great physical and mental vigor, and he will be a most valuable addition to the faculty of the university.

THE opening of the schools of La Crosse was postponed this fall two weeks in order that the departments in the new high school building might begin with the others in the city. This building is finished in a substantial manner, and is an ornament to the place. The assembly room can seat 200 pupils, when necessary; and the class rooms are large and convenient. The best furniture, and other appliances for a school, have been furnished. The Board of Education has been very fortunate in erecting the building at a very reasonable cost. Sufficient school room is now offered to the pupils of the city.

The number of pupils enrolled the first month, in all the public schools of the city, was 1,664,— a gain of 151 over the attendance for the same month last year. The percentage of attendance was 97.4; and the cases of tardiness were only 23.

THE institute at Chippewa Falls had an attendance of 50 teachers, with a daily average of 46. The county superintendent writes that it was a complete success. A paper in that place publishes the following: "The teachers' institute, which was in session in this city, concluded its exercises on last Saturday. The interest manifested by the teachers continued unabated until the close. Much praise is due to Supt McDonald, Prof. Thayer, Mr. Congden, and Miss Secor, for the valuable services rendered on the occasion. In this brief notice we cannot omit mentioning that the Misses Bowe and Loomis, and the Messrs. Maxiemer, added very much to the occasion by singing, at the opening of the morning and afternoon exercises, some of their fine pieces. Mr. Olof Bull, the celebrated violinist, on one occasion, in a most gentlemanly manner, appeared before the members of the institute, and favored them with a specimen of his matchless skill as a performer on the violin. At the close of the institute, Miss Secor, in behalf of the teachers in attendance, presented Prof. Thayer with an elegantly bound copy of Burns' poems."

WE find it stated in a local paper in this state, that a recent decision of the Supreme Court has placed the matter of corporal punishment in such a form that a teacher cannot touch a scholar without involving himself in a law-suit. No such decision has ever been rendered by the Court; quite the reverse.

THE Bible is to be restored to the New Haven public schools. The recent election of members of the School Board turned upon this question. Strange to say, the Catholics under the lead of Father Fitzpatrick, voted for the restoration of the Bible and devotional exercises. The excitement was intense, and the majority for "restoration" was surprisingly large — 2,900 votes.

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WISCONSIN
JOURNAL OF EDUCATION.

VOL. VIII. DECEMBER, 1878. NO. XII.

LEGISLATION ON TEXT-BOOKS.

(Concluded from last month.)

THE COUNTY SYSTEMS CONTINUED.

KENTUCKY.—The Standing Committee of the State Board of Education shall, from time to time, determine, select, and recommend a suitable series of text-books for the free schools, to be adopted at the discretion of the Board of Examiners of each county. When so adopted by the County Board, they shall not be changed for the time of two years.

The State Superintendent recommended, last year, that the "pupils of the same grade be restricted to one book on any given subject."

INDIANA. — The following provisions were adopted five years ago, and amended last year. The County Superintendent and the trustees of the township, and the chairman of the school trustees of each town and city of the county, shall constitute a County Board of Education. Said Board shall consider all matters relating to the purchase of school books. "The change of text-books, except in cities, shall be determined by such board, and each township shall conform, as nearly as practicable, to its action; but no text-book, hereafter adopted by the county board, shall be changed within six years from the date of such adoption, except by unanimous vote of all the members of such board; *provided*, that any text-book heretofore adopted by the County Board of Education shall not be changed within three years from the date of its adoption."

The state is just now making vigorous efforts to secure a county uniformity, and a less frequent change of text-books — results which the law has failed fully hitherto to accomplish.

Previous to 1853, the selection of books for the use of the schools was left entirely to the local officers and the teachers. No legislation on the subject had taken place. In that year "it was provided that the State Board of Education should secure the introduction of uniform school books. Though this provision, with slight modification, stood in the statute until 1865, "it never," so remarked the State Superintendent, in 1866, "secured uniformity throughout the state, nor even a reasonable approximation to it. Consequent upon this failure, all laws on the subject were repealed in 1865, thus throwing the subject back to the trustees" of the schools in the towns. The power of the State Board on this subject was only advisory, not compulsory; and so the list of books, though superior, was introduced into comparatively few schools.

MISSOURI.—The law on county uniformity of text-books was carried in 1874, as follows: "A meeting of the presidents of the boards of education of cities, towns, and villages, and directors of districts, shall be held at the county seats of the several counties, on the first Tuesday in January, 1875, and every five years thereafter, for the selection of the text-books to be used by the schools in the various branches to be taught in the public schools of this state. Such books shall be selected by a majority vote of those present, and a list of those selected shall be transmitted to the clerks of the various districts in the county, who shall record the same; and thereafter, as speedily as practicable, the books used in the schools shall be made to conform to the list adopted, and no change shall be made by the introduction of any new book not included in the list so adopted, for the period of five years from their adoption."

The year before the passage of this law, the State Superintendent said, in his annual report: "We have tried to effect state uniformity on one hand, and the law requires that township boards shall require it on the other; while the County Superintendent is charged to assist the State Superintendent in securing uniformity in text-books. It is unnecessary to say that these methods fail—the township method by being too weak, the state method by being too strong."

THE STATE SYSTEMS.

DELAWARE.—In 1875, this provision was adopted: "The State Board of Education, together with the State Superintendent, shall determine what text-books are to be used in the free schools of this State." In September, of the same year, a complete list of these

books was placed in the hands of the teachers, who were required to urge and effect the introduction of them at once into the schools.

VIRGINIA.—In the Revised Statutes of 1873, occur various provisions in reference to text-books. The constitution, as well as the law of the State, requires the State Board of Education to provide for uniformity of text-books. This must be done under such regulations as may be provided by law, making it the duty of this Board to enact the by-laws and regulations for the selection and purchase of the text-books. The executive officers of the county and city school boards, are under obligations to obey and enforce these by-laws and regulations. The teachers are forbidden to receive or instruct any pupil who is not supplied with the proper books. This year, the State Board of Education have adopted a new list of text-books, which they have licensed to be used for four years from the first day of August last. This Board issued last summer, through the State Superintendent, circulars containing very minute directions to school officers and trustees, on the subject of the selection, purchase, introduction, and use of uniform text-books. The final power and duty of determining which of the books on the State list shall be used in the schools, rest with the county and school boards. These local boards purchase usually the books of the publishers on the terms fixed by the State Board.

WEST VIRGINIA.—This State, by the act of its Legislature in 1873, prescribed the series of class books to be used in all the free schools. It is made the duty of County Superintendents to enforce, by all proper means, the use of the books so prescribed, and to see that no others are introduced into the schools. The trustees of the districts, shall see that the pupils have provided themselves with the proper books; and the teachers, on violating any provisions of the act, shall be subject to the fine of three to ten dollars, for every such offense.

NORTH CAROLINA.—The State Board of Education may recommend the text-books and other means of instruction to be used in the public schools; provided, that no sectarian or political text-books, or influences shall be used in any public school.

SOUTH CAROLINA.—A State Board of Examiners, consisting of five persons, with the State Superintendent, have the power to prescribe and enforce, as far as practicable, the use of a uniform series of text-books in the free schools of the State, except in the city of Charles-

ton; provided, that the State Board of Examiners shall not have power, without permission of the General Assembly of the State, to change a text-book within five years from the date of its adoption. In May last, this Board arranged for the selection of a new and uniform series of text-books in September following. It is the duty of the State Superintendent to secure, by and with the advice of the State Board of Examiners, uniformity in the use of text-books throughout the public schools of the State, and to forbid the use of sectarian or partizan books and instructions in said schools.

FLORIDA.—The State Superintendent has the oversight, charge, and management of all matters pertaining to text-books in the public schools. He shall collect and preserve samples of school books, and appliances for the information of school officers and teachers. Each county board of instruction are required to do whatever they may judge expedient with regard to procuring text-books for the schools in each county, and books and stationery for the use of the teachers. The district boards of trustees procure a supply of all the proper text-books for the schools.

LOUISIANA.—The State Board of Education have the exclusive power to prescribe the branches to be taught in all the public schools of the State; and theyare, also, empowered to select, choose, and recommend series of text-books to be used in those schools. This board have adopted rules and regulations for the selection and use of the text-books. A list of the books is published and circulated th rough-out the State, to be consulted and followed by the teachers and school boards of all the free public schools. The State Superintendent says that the text-books thus adopted, are furnished to the pupils at rates far below those paid heretofore for books of less intrinsic value, and on other liberal terms conceded by publishers through an appreciation of the needs of thousands of worthy children in the State. The series of text-books, when selected, remain unchanged for four years. Contracts for books shall be given to the lowest bidder, after due notice to all venders of such articles, who may be prepared to furnish them in the cities, towns, or parishes requiring the same. The books so obtained shall be furnished to the pupils at the lowest possible rates.

MINNESOTA.—In 1877, the Governor, Secretary of State, and Attorney General were authorized and directed, on behalf of the State, to enter into a contract with a bookseller at St. Paul, Minnesota, upon

his giving a bond of $25,000, for the faithful performance of the contract, to furnish to the State, for fifteen years, suitable text-books for use by the public schools in the common English branches. The number of books in each branch is given in the law then enacted. The quality, size, and maximum price of each book are carefully designated. The quality of matter and material was determined by a Commission, composed of the State Superintendent and two County Superintendents. The text, in all the books furnished under the contract, is subject, not oftener than once in five years, to such revision and alterations as the State Superintendent, for the time being, shall direct. Specific directions are furnished for ordering and paying for the books supplied by the contractor to the school districts in the several counties. The cost of transportation is fixed by the State Superintendent, and is added to the price of each book. Within one year after the text-books are printed and furnished, and for fifteen years thereafter, no other books shall be used in the public schools of the State, except those which are used by pupils pursuing advanced studies, and except all books used in the public schools under special charters. District schools neglecting or refusing to obtain the books selected, after one year from the time they are furnished by the contractor to an officer in each county, shall thereafter receive no part of the State school tax, until they have supplied themselves with the books, and given proper certificate thereof. A sum of fifty thousand dollars, to be used as a revolving fund, was appropriated by the State. This law was amended at the late session of the legislature, perfecting, by minute regulations, the plan by which the contractor could receive moneys from each county in payment for the books furnished by him to the school districts thereof. The question of the further continuance of this law in force, is to be submitted to the legal voters of the State in 1880, and, if carried in the negative, it shall cease thereafter to have any effect. If, in 1885, two-thirds of those voting upon the subject shall determine that the contract, under which the text-books were first supplied, shall be discontinued, then it shall no longer have any binding force.

NEVADA. — The State Board of Examination shall have power, and it is made their duty, to prescribe and cause to be adopted a uniform series of text-books in the principal studies pursued in the public schools. No school district is entitled to receive any *pro rata* of public school moneys unless such text-books, as prescribed by the State Board of Education, are adopted and used in all the public schools.

The provisions of this law went into effect in 1865, and the text-books cannot be charged oftener than once in four years.

CALIFORNIA. — The State Board of Education shall prescribe and enforce the use of a uniform series of text-books in the public schools, except in the city and county of San Francisco.

Any books once adopted as part of a uniform series, must be continued in use for not less than four years; *provided,* that if at any time after their adoption, the retail price of such books is raised above the first introduction price, some other books shall be substituted for such books; *provided further*, that such substitution, or the adoption of new books in place of books which have been in use not less than four years, must be in the following manner:

First — At least six months notice must be given of any proposed change of text-books;

Second — Publishers of text-books must be invited to submit proposals for the supplying of the required text-books; said proposals must be accompanied by sample copies of the books proposed to be furnished, together with a statement of the retail price at which the books will be sold in the State for the full time for which the books are adopted.

Third — If no proposals are received, as required in the preceding subdivision, or if the books proposed to be furnished are inferior in contents, or in binding, paper, typography, or press work, or are to be sold at a higher retail price than the books already in use, then the books already in use must be continued in use.

If any city or district refuse or neglect to use the books that may be prescribed, or use any other text-books in any of the prescribed studies, the Superintendent of Public Instruction must withhold from such city, town, or district, twenty-five per cent. of all State school moneys to which it may be entitled, until it comply; and any moneys so withheld must be apportioned by the Superintendent, at the next annual apportionment, in the same manner as other school moneys in the treasury.

In 1875, the legislature passed an act as follows: "The text-books in use in the public schools during the years 1873, 1874, and 1875, shall be continued in use in all the public schools of this State until otherwise provided by statute, any provisions in the existing law, or any act of the State Board of Education done, or to be done, to the contrary notwithstanding." This law still remains in force.

OREGON. — The State Superintendent, under the direction of the State Board of Education, issues a circular to each county superintendent, containing a list of studies to be taught in the public schools. Each county superintendent writes, after due consideration, opposite each study, the text-book preferred. The county superintendent then transmits to the State Superintendent such circular fully answered. The latter presents all such circulars to the State Board of Education; and the text-book, in any one branch, receiving the highest number of votes, shall be the authorized text-book in that branch in the public schools for the next four succeeding years. Any school district neglecting to provide for the introduction of the authorized series of text-books, shall forfeit its proportion of the school fund for the succeeding year, and every year thereafter, until all of said series are introduced.

AGRICULTURAL KNOWLEDGE.

If we cast our eyes around us, we can everywhere observe that the chief employment or occupation of the people is that of the cultivation of the soil. The extent of our country, and the cheapness of land, together with the facilities for transportation, and demand for farm produce, have operated to bring about this state of things. It is, however, well known that the art of agriculture, the oldest and most important of human occupations, seems almost stationary, and seemingly unaffected by the onward march of education.

The West is pre-eminently the agricultural portion of the United States, and in soil and situation nobly endowed with all the conditions of fertility. May we not, therefore, conclude that an agricultural training in science, directed skill to convert the open prairie into rich and productive farms, will contribute in no small degree to interest the great agricultural body of farmers, to have their sons educated, not as if they were intended for the counting-house, the pulpit, or the bar, as it is to-day, but to understand the composition of the fields and plants, upon the profitable cultivation of which they must depend for their subsistence and advancement in the world? It is on this account, that we believe a theoretical knowledge of agriculture should be taught in our schools in connection with the elementary branches of a common school education.

To show that such a necessity exists at the present time, it is only necessary to point to the number of young men who are deserting the

farmrs, and entering on a course of study for the learned professions; whereas, if they would but properly estimate the value of any profession by its effect upon the commerce and prosperity of nations, and its contributions to the enjoyment of our race, they must give the first place to agriculture. Upon our valuable journals of education, having a large circulation, like yours, must depend the instrumentality of bringing the subject before the people, until they are made aware of its importance in connection with their pursuits, and thus elevate this noble calling to its proper estimation among the human industries.

We would give a list of apparatus, such as are used by the Irish National School Teachers, if we did not have a wholesome fear of the waste basket before us. We will, therefore, conclude by modestly suggesting that in every school where agricultural instruction is given, as part of a course of common school education, a colored geological map of the county should have a prominent place.

Mineral Point. JOHN COMMINS.

A STUDY IN VOCAL EXPRESSION.

Pope, in his "Essay on Criticism," has left us certain well-known lines, which were intended to express their sense by their sound. This intention the most careless reader can see. Harsh, smooth, slow, rapid, agreeable, repulsive things are represented by the sounds of the words. It is not every one that goes farther than the recognition of this bare fact of onomatopœia. Yet it is an interesting and instructive matter to inquire how it is that the sounds do suggest the sense. For light on this question let us take two lines that Pope meant to be harsh, and two that he meant to be smooth, in utterance and suggestiveness, making the harsh ones more harsh by the addition of the four *s*'s that we print with italic type:

> "Rend*s* with tremendous sounds your ears asunder,
> With gun*s*, drum*s*, trumpet*s*, blunderbuss and thunder."

> "Let Carolina smooth the tuneful lay,
> Lull with Amelia's liquid name the Nine."

We will, for convenience, call these I and II. The ear recognises a great difference between them, but cannot define it. Analysis must find it out.

1. An important difference is suggested by the fact that the first couplet takes up the greater room. This would indicate that it contains more sounds. Counting the sounds and not forgetting that some sounds are represented by more than one letter, we find in I seventy-four sounds, in II fifty-two sounds, or only seventy per cent of the first. This difference is far more remarkable than it might seem to some, and of itself sufficiently accounts for the difference between the two passages in ease of utterance and corresponding suggestiveness.

This difference may be more boldly shown by taking the four syllables, "tremendous sounds," or "guns, drums, trumpets," and comparing them in this respect with the four syllables, "Carolina." In the first we find fourteen sounds, in the second seventeen, in the third eight. In the four syllables of "Aeolia," there are only five sounds. We draw, then, this first general conclusion, that the harshness or smoothness of a sentence depends upon the number of sounds to be pronounced. "Aeolia," although having four syllables, is sooner pronounced than the two syllables, "form'dst strength," because its sounds are only five as against the latter's thirteen.

2. This last comparison brings out another fact. "Aeolia" has four vowel-sounds to only one consonant and that a semi-vowel, while "form'dst strength" has only two vowel-sounds, with eleven consonants which are mostly of the harsher kind. "Carolina" has four vowels, two semi-vowels, one nasal and only a single mute. "Guns, drums, trumpets" has but four short vowels out of seventeen sounds, while the mutes and sibilants are almost half. Now any one can tell by his ear that a vowel, especially if short, is the most easily made of all sounds, while the mutes and sibilants impede the utterance the most. The scale from ease to difficulty runs somewhat thus:

Vowels and diphthongs, a, e, i, ow, oi, etc.
Semi-vowels, w, y, l, r.
Aspirate, h.
Spirants, f, v, th, dh (th of the).
Nasals, m, n, ng.
Mutes, p, b, t, d, k, g.
Sibilants, s, z, sh, zh.

Returning to our original examples, let us see how these various classes of sounds are represented in each. We find them as follows:

Vocal elements.

	Smooth.				Harsh.					
	Vowels.	Semi-Vowels.	Aspirates.	Total.	Spirants.	Nasals.	Mutes.	Sibilants.	Total.	Grand total.
I	22	13	0	35	3	11	15	10	39	74
II	20	12	0	32	4	8	6	2	20	52
II would have, if it matched I throughout	15½	9	0	24½	2	8	10½	7	27½	53

Thus the onomatopœia is vividly shown, II having 7½ more smooth vocal elements and 7½ less harsh ones than its share, and the difference being greatest at the extremes of the scale. This difference of fifteen sounds is nearly twenty-nine per cent of the sounds in II. Add this to the thirty per cent difference in the number of sounds, and the difference in harsh and smooth suggestiveness needs no further explanation.

3. There is, however, a difference inside these several classes. The spirants, mutes and sibilants may be divided into surd and sonant sounds; the latter being produced by a vibration of the vocal chords, while the former are not. We may thus rearrange these three classes:

	Surd.	*Sonant.*
Spirants	f. th.	b. d.
Mutes	p. t. k.	b. d. g.
Sibilants	s. sh.	z. zh.

The ear will readily assure us that the surds are the smoother, and the sonants the harsher, half. Testing I and II by these facts, we get the following result:

	Surd.	*Sonant.*	*Total.*
I	10	17	27
II	6	6	12
II would have, if it matched I throughout	4½	7½	12

The difference seems small, but is about twenty-five per cent, is in each column, and is altogether helpful in explaining the difference in sound between I and II.

There is one further reason which has its own measure of weight. Sounds are hard or easy to pronounce, not only according to their number, and not only according to their classes or their sonancy, but still more according to the way in which they are arranged. "Carolina" is easy to say because vowel and consonant alternate throughout. The rarer the vowels in proportion to the whole number of sounds, the greater the effort in pronunciation. "Form'dst strength" is hard to say because eight consonants are piled together between *o* and *e*. By examining I and II in the light of this fact we get the following table:

	One consonant standing alone.	Two consonants together.	Three consonants together.	Four consonants together.	Total.
I	8	9	2	5	...
Number thus grouped	8	18	6	20	52
II	10	11	.....	.....	...
Number thus grouped	10	22	... ..	.. ...	32
II would have, if it matched I throughout	5	5½	1¼	3	
Number thus grouped	5	11	4	12	... 32

Thus again II shows that it has a heavy advantage for easy utterance, the advantage being again greatest at the extremes of the scale. It has 16 more on the easy side and 16 less on the hard side. This difference of 32 in the combinations of consonants is really the greatest difference of all. II has no place where more than two consonants come together, while I has eight per cent of its combinations, or eleven per cent of its consonants in groups of three, and twenty-one per cent of its combinations or thirty-nine per cent of its consonants in groups of four.

We find, then, the difference between I and II summed up in four points: (1.) In the number of sounds pronounced, 74 to 52, or 100 to 70; (2.) in the classes of the sounds, say 100 to 71; (3.) in the surdness or sonancy of the letters belonging to three of those classes, say 100 to 50; and (4.) in the massing of the consonants,—a difference not

so easily reduced to a percentage, but greater than either of the others. Add the four together, and we have the philosophy of that which Pope, judging only by the ear, so skilfully combined to express its sense by its sound. H. M. WHITNEY.

Beloit College.

EXHIBITORY DEPARTMENT OF STATE ASSOCIATION.

The very slight effort made at the last annual meeting of the State Teachers' Association, at Geneva, clearly indicates that the exhibitory department may by proper management become not only a prominent, but one of the most instructive features of the organization. It is a cunning device for the professional visiting of schools, and a comparison of work, upon an extensive scale.

Too much of the time is spent in "useless debate" and "impracticable legislation;" too little attention is given to subjects closely attaching to every day work of the school room. Persons, after being to a great inconvenience, both as to time and money, to be in attendance do not return to their individual fields of labor laden with that rich experience calculated to impart a fresh inspiration for their own work. As an inspirer and an energizer, the week's institute, or even the day's institute, composed of the teaching force of the county, is the superior of the Association; while the principal meeting is *pretty* good, the associate meetings — institute workers' meetings, for instance — are *better.*

These and kindred sentiments have found expression in the past, concerning the exercises had by the Association, evidencing a dissatisfaction, more or less widespread; or, to state it more mildly, indicating that the sessions of that body, in the opinion of some, might be rendered more helpful to teachers generally, by taking on a more practical form. As to the degree of force with which the above remarks apply to our Association, it is not our purpose to discuss; but as savoring strongly of the practical, we hail the new life of this exhibitory feature with gladness. No "few remarks" will be needed to enforce or explain. It will be an open book that may be read of all men. By the pupils' own exercises, the character of the work done by each school, or set of schools, will be clearly reflected. As in the watery mirror of a placid lake, he may read his natural face, so in this department, formed by tributaries as numerous as the districts of our state, the teacher may view his own professional merits, or demerits, or both,

and by a careful study and comparison adopt the best methods and sug-suggestions as a guide, and by their aid build up a system of school work superior to any other.

May the fates prove propitious to the enterprise! and if the committee having the matter in charge, are alive to its importance, success is assured.

Teachers, upon entering their schools for a new year, should determine *what* and *how much* they will do for this department at the next annual meeting. Such foresight will insure abundant and varied material for the exhibit, quicken the life and improve the tone of the schools participating, and greatly tend to elevate the standard of scholship generally. If any benefit is to be derived from this new feature it lies in this direction.

Janesville. R. W. BURTON.

THE KIND OF MEN WANTED.

When men are wanted for great enterprises and high positions, men of settled character are selected. When emergencies arise, how swiftly and surely is the chaff winnowed from the wheat. How quickly and contemptuously are the shallow rejected, and with what smiles are the men of fixed and staple character chosen. Character is the criterion of people's choice. You may think your utter want of manliness does not hurt your reputation in the community. Vice has its own signs and signals from which you cannot escape. Sin and meanness long indulged in have heralds of their own. There are sins and shames which the world reads in the eye as plainly as if written in a book. If you are trifling and frivolous in conduct, the world will make note of it. But if no such depths as these have been sounded, if all that can be said is that you have no depth, be assured that the world will make note of it, and when men of strength are wanted you will not be called. Men are wanted whom we always know where to find on all moral questions; men who are positive forces in the community; men who know how to say yes or no, and stick to it when in the right. How all else sinks into insignificance when such a character is considered. Many a noble young life has been stranded because of no settled purpose. It is mournful to think of the wasted energies, of the undirected powers, of the great blows struck but without effect, of the keen blades wielded all in vain, of those who

longed to do something for God and humanity, on whose grave stone was carved the epitaph "Failure," because they had no settled purpose. We must all in some respects be specialists. Life is too short to be successful in all directions. To secure success there must be some central liking; the influence of some such end set before the young life, sends the life forth with accumulating momentum. Without such a directing course, life will be without order, and come to no definite realization of its purpose. Without this there will be no pole star in the firmament, no light in the eye, no momentum and power. —*From the Baccalaureate Sermon of Prest. Newton Bateman, Knox College.*

THE BRIGHT PUPILS. — In the opinion of many a vital problem still remains unsolved, how best to adapt our graded schools, with their excellent and essential features, to the different classes of pupils — the bright pupils, the mediocres, and the dullards, so that the brighter and more ambitious pupils shall have the opportunity of working up to their full capacity, and shall not have their individuality and ambition crushed out by the drill work necessary to bring large classes to a standard of excellence.

Humility is the foundation of virtue.

It costs more to revenge injuries than to bear.

Obedience to parents is not only our duty, but our interest.

Our characters can not be essentially injured except by our own acts.

Never rail nor taunt. The one is rude, the other scornful, and both evil.

Never fail to say kind and encouraging words to those whom you meet in distress. Your kindness may lift them out of despair.

A YOUNG lady in New Hampshire has just secured a position as school teacher upon the following certificate: "This is to certify that Tamar Noyes is on a medium with other girls of her age and sex, and, for what I know, is as good as folks in general."

Never attempt to convey the impression that you are a genius, by imitating the faults of distinguished men. Because certain great men were poor penmen, wore long hair, or had other peculiarities, it does not follow that you will become great by imitating their eccentricities.

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—IV.

DR. E. S. CARR.

The chair of Chemistry and Natural History, made vacant by the death of Prof. S. P. Lathrop, was, in 1855, filled by the election of Ezra S. Carr, M. D., LL. D., who entered upon the duties of his professorship in January, 1856. He was born in Stephentown, Rensselaer county, New York, March 9, 1819. He graduated first at the Rensselaer Polytechnic School, in Troy, and was then appointed by the Governor of the State — William H. Seward — an assistant in the geological survey of New York. When not engaged in the field, he continued his scientific and medical studies at Albany. The degree of doctor of medicine was conferred upon him by the Castleton Medical College, Vermont, in which institution he was appointed to the chair of Chemistry and Natural History, in 1842 — a position held by him eleven years. From 1846 to 1850, he lectured alternately in the Castleton and Philadelphia Medical Colleges, giving two courses annually in each of those institutions. His home being in Vermont, he was active in the affairs of that state. In 1846, he was elected President of the State Temperance Society, and appointed a delegate to the World's Temperance Convention, held in London during that year. He was an officer of the State Educational Society, and prominent in efforts to provide the Southern and Western States with competent teachers. Elected to the State Legislature, he advocated a geological survey and more liberal provisions for public education.

In 1853, the regents of the University of Wisconsin elected Dr. Carr temporarily to the chair of Chemistry and Natural History, which he declined, he being soon after called to the professorship of Chemistry and Pharmacy in the University of Albany. Subsequently, he was appointed chemist to the New York State Agricultural Society. He afterwards delivered a series of lectures on practical subjects to the working men of Albany. In 1854, he was invited to the professorship of Chemistry and Natural History in the University of Vermont, but declined the offer, he having engagements to teach those sciences in the State Normal School at Albany, and to give summer courses of lectures in Middlebury College, Vermont. Dr. Carr came to Madison early in 1856, and was connected with the University of Wisconsin

as professor of Chemistry and Natural History for twelve years. He was one of the Commissioners of the State Geological Survey, and became a Regent of the University in 1857, serving two years. He was elected a member of the Wisconsin State Medical Society in 1856, and was its President for two terms; also acting professor of Chemistry in Rush Medical College, Chicago, for three years. He resigned his chair in the University in 1868, and removed to California, where new fields of labor opened to him. In 1869, he was occupying the chair of Agriculture in the newly organized university of that State, and of Medical Chemistry in the Toland Medical College in San Francisco. His connection with the University terminated at the end of six years' service, when he was elected State Superintendent of Public Instruction of California, which office he still holds.

Dr. Carr is the author of many published papers upon medical, agricultural, scientific, and other subjects, among which may be mentioned the "Genesis of Crime," "Claims and Conditions of Industrial Education," and "Child Culture." A volume upon agriculture and kindred subjects, entitled "Patrons of Husbandry," has received warm enconiums from the press of the United States and England. Prof. Carr's style, in writing, is characterized as easy, flowing, free from angularities or pompousness. The following extract from his eulogy on Dr. J. W. Hunt, delivered December 20, 1859, published by the State Historical Society of Wisconsin, pretty fairly exhibits his usual style: "If anything can quiet the pulses of busy life in which most of us are absorbed, it is when funeral bells solemnly toll out the lessons of man's mortality, the brevity of his career, the equality of all in suffering and death. To-day all is brightness; hope invites activity; the heart beats high with expectations; and the brain labors for the accomplishment of great purposes; to-morrow, both are dust. The present seems our only possession, so dim are our recollections of 'that immortal sea which brought us hither,' so faint and fugitive our conceptions of the mysterious river over which myriads pass and none return.

'Oh, none return from those quiet shores
Who cross with the boatman cold and pale;
We hear the dip of the golden oars,
We catch the gleam of the snowy sail,
And, lo! they have passed from our yearning sight.
They cross the stream, and are gone for aye;
We may not sunder the veil apart
That hides from our vision the gates of day.'"

Prof. C. H. Allen.

During the spring term of 1853, a Normal Department was opened in the University under charge of Charles H. Allen, who, at the time of his election, was acting as the general agent of the Board of Normal Regents of Wisconsin. The Normal Department was continued until 1869, when it was enlarged into a Ladies' College. Prof. Allen resigned his position in January, 1865, to take effect at the end of the University year, but filled the chair temporarily during the fall term. His labors had been successful, and his resignation was a matter of regret, generally. He was born in Mansfield, Tioga county, Pennsylvania, February 11, 1828, but spent his youth in Hampshire county, Massachusetts, where, until the age of fifteen, he received the benefits of a common school education. He was afterward engaged in surveying, in teaching common and normal schools, and in holding teachers' institutes. He came to Wisconsin to hold a series of teachers' institutes which had been organized by Dr. Barnard. Fulfilling successfully the engagement, he was permanently employed in the same work, and in that of examining the the normal classes in the several institutions of the State. Upon the resignation of Dr. Barnard, as Chancellor of the University of Wisconsin, Prof. Allen continued his work as agent of the Normal Board until called to the Normal Department in that institution, he having conducted, in 1862, a private Normal and High School in Madison. During his summer vacation, in 1863, he served his country as Captain in the Fortieth Wisconsin Regiment — hundred days' volunteer.

Prof. Allen, after resigning his position in the University, engaged for a brief time in private business. In 1866, he was called to take charge of the first Normal School in Wisconsin, opened at Platteville, October 9, which position he held for four years, resigning in 1870 on account of ill health. He then went to Oregon, where he opened and organized the Bishop Scott Grammar School, as head master. His health improving, he returned to Wisconsin and accepted the position of institute agent for the Regents of the Normal Schools. From that position he was called, in 1873, to a professorship in the State Normal School of California, located at San Jose. After filling the position a few months, he was made Principal of the School, which position he still holds. As an Institute Conductor and as principal of Normal Schools, Prof. Allen has been, and is, eminently successful.— C. W. Butterfield, *in the University Press.*

EDUCATION FOR THE FARM.

Not long ago the school committee of a town in the suburbs of Boston wished to procure an assistant teacher for their high school. Seven hundred dollars salary they were willing to pay to a man who would assist part of the time in hearing classes, and also be of aid in enforcing discipline. Inquiry showed that five hundred dollars would probably procure the requisite talent, and they advertised, offering that sum. Ninety-two answers were received, and among the respondents were graduates of Harvard, Yale, Amherst and Dartmouth. Finally a woman living in the town was engaged for four hundred dollars.

Again, a few days ago there was brought to our notice one of the large dairy farms of the western part of the state. Its parallel can be found near Boston, both in method of management and in in constancy and extent of sales. Its manager is a college graduate, who, in addition to his academic course, already passed, has studied law and laid a broad foundation for success. For more than two years he has been in charge of this farm; has faithfully attended to all its demands; has taken only two very brief periods of absence, and has studied the dairy and stock-breeding as diligently as his law books or the classics. He is an enthusiast in his work; finds it a congenial atmosphere; has a worthy field for all the brain work at his command; is sustaining a wide and honorable reputation, and, in contrast with many business and professional men, is making money. A certain market with a steady price, more than double that paid on the average, awaits all the butter he can produce. The demand is increasing with no abatement of the price per pound, and his Jersey stock is the subject of inquiring purchasers from the East not only, but from the Southern and Western states, so that we inquire why should law, medicine and theology monopolize the name of "learned professions?" Or, if the old classification is too narrow, why should the work of the professor, teacher and creator of literature — too often the literary drudge — only be added? Efforts have been made, and there are societies now organized, to aid in the transfer of labor from the cities to the country. But this transfer should include quality as well as quantity, though it will be made by individual, not concerted, effort. Not only is agriculture in its best form coming to be a learned profession, but other branches of production in mechanical and industrial fields are receiv-

ing more attention than ever from liberally educated men. It is well worth the thought of college graduates who have not chosen a permanent profession, or who find the competition too sharp where they are, whether they cannot turn to a higher form of farming, or devote themselves to some other profession more directly productive than the one in which they are now finding scant returns. Dairy farming alone is not the branch which may be successfully pursued. Stock breeding and fruit raising will be found prolific, and the large cities will always be immense consumers. People will always be found, moreover, who will pay high prices for fine goods, for products of such careful training as will place them to a great degree out of competition with coarser grained products. Full and worthy occupation can be found in these fields for much talent which has had good training and is now struggling in an uncongenial life more from force of habit and submission to imagined standard of gentility than from any personal choice or natural fitness. More diversified brainwork is a need of our present social order. Agriculture is conducted too much on tradition.—*Boston Daily Advertiser.*

VENTILATION IN THE SCHOOL ROOM.

As we enter upon the season of closed doors and windows, and the use of weather-strips and other means for excluding the fresh air, our thobghts turn to the great number of children in this latitude who are to spend so large a proportion of their time, for many months, in the close, stifling, vitiated atmosphere of the school-room; and to the meagre provisions that are made to relieve pupils and teachers from the many evil effects that must result from imperfect ventilation. The neglect of this subject by school officers is deplorable, and in the greater number of class-rooms we still find the only provisions for ventilation are the doors and windows, and blasts of cold air or draughts from doorways are forced upon all who can no longer endure the poisoned atmosphere of the crowded room. We are glad to notice new efforts to provide ventilation in the true sense — that is, to effectually remove not only the rarified, heated air from the upper part of the room, but also the more dangerous, poisonous atmosphere below, by the operation of the outer air, without producing the positively injurious effects of draughts and chills from doors and windows.

Among the responsibilities assumed by school officers, we deem the proper ventilation of the school-room to preserve the health of pupils to be among the most important. Moreover, it is well known that a clear atmosphere imparts mental vigor to pupil and teacher, while a close, stifling room will render both unfit for the proper improvement of the time devoted to the great work of education. Hence we beg to ask school officers to look to it that the time and labors of teachers and pupils are not wasted through dereliction in respect to ventilation.

An ingenious device has been patented that compels the outer air to pass through a spiral passage and thus create a miniature whirlwind; the current thus created whirls upward and exerts a powerful draught upon a flue leading to the room and opening within the spiral passage referred to. This device is called the Universal Ventilator, and is attracting considerable attention, and the evidence from banks and hotels where it has been already applied prove the effects to be very satisfactory.

Our attention having been called to this ventilator, we inquired for one in actual operation, and found it at Mr. John S. Hulin's, 411 Broadway. Into the opening in the room (without any gas jet or heat) a strong draft was evidently passing, and the air in the room was perceptibly sweet and good. This was on the ground floor, and it showed at once that the device was one that could be applied to any building. Having seen its practical operation, we recommend it to school officers as one that will be of great value for the school-room. — *N. Y. School Journal.*

DUTY OF SCHOOL BOARD AND PARENTS.

After you have employed your teacher, and your school has commenced, you should do all you can to assist the teacher in his or her work. This you can do in many ways. You, as directors, should see that the school-room is supplied with the necessary conveniences, such as water-bucket, broom, good stove, plenty of fuel, and, by all means, try and have a set of outline maps, also anatomical and writing charts, for the teacher, to do good work, must have these. If your school-room is supplied with the last named articles, and you find your teacher does not use them, do not employ him again, for the live and progressive teacher will use them. Visit the school as often as you can, and do not neglect this. We know this is a "thank you job,"

but if you do your duty as a school officer, you should visit your school at least two or three times during the winter term. It is not by any means necessary that a school director should be a good scholar to be an efficient officer. In your visitations you will often see points which should be noticed, that the teacher has failed to observe, and to these things you should privately and kindly draw the teacher's attention; in this way you will assist him, and also receive his thanks. Besides this, your apparent guardianship over the school will encourage and stimulate both teacher and scholars, and they will realize that one, at least, outside of school is interested in their success.

Parents, you have a duty that you should perform, also, during this time, and it is fraught with paramount importance to your children. You, too, should visit your school, and show your children and your teacher that you are interested, that you are even anxious for a more than ordinary good school this winter. Encourage your teacher by inviting her to call at your home and see you; ask her to come and spend a night with you. It will encourage the teacher in her daily toil to know that the parent is her friend, and if the teacher should do a little different from what you desire, in instructing and governing your child, do not criticise her in the presence of that child, or any of the children of the school. Do observe this, that the criticism of the teacher in the presence of the child, will never result in good for either, but must always work harm to both. This is an invariable rule, and one that will never fail. There are many other points of which we would like to speak, but space will not permit; and if, by this article, we should succeed in making even one school more successful, we will feel we have been repaid for our halting effort in this direction.—*Iowa Central School Journal.*

THE IMBECILE TEACHER.

He doesn't know very much. He can ask the questions laid down in his text-book, and can determine with a good degree of accuracy whether the answers are repeated correctly. He carries a pen over his ear, a stick in his right hand, and a book in his pocket. He considers it of much more importance to secure obedience and submission than intellectual discipline. He frequently says: "Learn your lesson! If you ask any questions you shall be punished! It is not for you to know the reason why! Wiser heads than yours or mine have written

these books, and it is your duty to learn what is written, and mine to make you do it! Study!"

He requires absolute, unquestioned submission. He neither thinks for himself, nor permits his pupils to do so. He believes his books, and follows his nose. He is the sworn enemy of normal schools, teachers' institutes, and universal free education. With new text-books he has no patience, and takes no special interest in new inventions; in fact, he rather more than half believes that Edison is a humbug. He daily puts on the skull-cap of his own ignorance, and lives in the foggy atmosphere of his favorite pipe, and one of these days he will wrap the drapery of his snuff-stained garments about him and lie down unhonored, unwept, and unremembered.

The above is no idle sketch. We have many such teachers yet lingering in the valleys of our dark corners. It is only by persistent effort that they can be driven from the teachers' ranks into the darkness of obscurity.—*Barnes' Monthly.*

THE EFFICIENT TEACHER.

The teacher must know *what* to teach. This requires him to know a good deal more than he actually expects to teach. "It is a true saying, and one worthy of all acceptation, that a man to teach a little well must know a good deal!" How different from the idea that a majority of persons hold, that the teacher who imparts only the alphabet and a knowledge of primary reading and spelling needs to know little else than these things.

The teacher must be *eager* to teach. Without it, all else must be stupidity and death. The fire of enthusiasm must burn in a teacher. He must be eager to teach his pupils, eager to impart the knowledge he has in keeping. Do you know of such teachers? *We do.* We could name scores of teachers, who, when the time of year comes for them to enter the school-room, are eager to get back to the work. Not eager simply for the dollars and cents; not eager for an easy position, where they can shirk their work and neglect their duty; but eager to get back to the work because *they love it.*

The teacher must know *how* to teach, how to catch the wandering eye, how to hold wandering brains, how to crowd out wicked, frivolous, and unprofitable occupations of the mind and heart by means of an incoming and glorious troop of holy, noble, and useful thoughts, af-

fections, and purposes. He must know how to make the knowledge which he holds and imparts more attractive than idleness, whispering, games, or mischief of any sort. This three-fold power — knowledge, zeal, and skill — will give any teacher success. This nation needs two million such teachers to-day. God grant that she may soon have them.—*Normal Teacher.*

INFLUENCE OF THE SCHOOLS ON THE WELFARE OF THE COUNTRY. — Friends of education, is it not time for us to be on the alert, and to do what we can to stay the tide of corruption which threatens to overturn the very foundations of this magnificent temple, dedicated to civil and religious liberty? We may not, in any sense, be responsible for the gigantic evils which threaten this country, but our vocation places us in a position of tremendous influence in regard to the future. In a very important sense, the future of this country is in the hands of those who mould the educated minds. In our schools are the future legislators, judges, and executive officers of this government. Like the softened wax, they wait your touch, and are to be moulded by your influence.—*Rev. I. N. Hays.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

SCHOOL DISTRICTS.

Q. Can the town board alter a district, none of the district board being present?

A. Yes, if due notice has been given to the clerk.

Q. Can the town board form a district of territory upon which only one family is resident?

A. It would not be illegal, in itself, but could not properly be done, unless the family embraced a considerable number of children who could have school privileges in no other way, and likewise persons sufficient to form a school board. This would hardly be probable. A better way would be to retain the territory in the old district, and provide a teacher for the family, for a time.

RIGHTS OF DISTRICTS.

Q. Can a new district claim a share of money received by the old one, after the division of property is made?

A. When the supervisors divide the property, i. e., the value of it, money due is to be regarded as a part of the property of the old district, and the proper share allowed to the new one.

Q. Has a district a right to use any of the moneys received from state, county, or town, for other purposes than for the payment of teachers' wages?

A. All the money received from the income of the school fund must be "applied to the payment of the wages of a legally qualified teacher," or the district is not entitled to any money in the next apportionment. (Sec. 558.) The school tax levied by the county board, to be collected in each town, is for the "support of common schools." There is no specific requirement that the whole of this tax shall also be applied to the payment of teachers' wages, but it would naturally all be needed, in addition to the state money, for that purpose, and a district tax in each district beside, for even a five months school. The statutes, as revised, confer no power upon towns to raise a school tax in addition to that levied by the county board. The provision was dropped, indeed, from Chap. XV, Sec. 2, of the R. S. of 1858, by an act passed in 1876 (Chap. 374), but the provision was not eliminated from section 76 of the old school code, and towns have continued, up to this year, to levy these additional town taxes for schools if they chose. Now they are wholly precluded.

Q. Can a district, by its vote, overrule a permission given by the board to use the school-house?

A. It cannot, but it may be well for the board to heed the wishes of the district.

Q. Can a majority of the district require the school to be opened earlier than 9 A. M.?

A. No power is given to the district to vote on the subject. Custom says 9 o'clock. If any change is made, it will be by the board, under Section 439. But the propriety of any change in the morning hour in any case, would seem to be doubtful.

Q. A town superintendent ordered a tax, in 1859, to pay a new district its share of the value of the property of the old one, but it was never raised; is it outlawed?

A. Yes, the new district had no legal claim after six years. See Sec. 4222, subdivision 4, R. S.

Q. Can a district at a special meeting transact business not specified in the notices, if the notices read, "and such other business as may come before the meeting?"

A. No, this would not authorize the transaction of business not specified in the notices.

DISTRICT OFFICERS.

Q. If at the end of one year of a term there is a vacancy in a district office, is the election to be for one year or two?

A. For two — that is, always, for the balance of the term.

Q. If at a first meeting a district elects a clerk for three years, is it legal?

A. The act of election is legal, but he can hold the office but one year; then his term expires, and there must be another election, for three years. (Section 431.)

Q, Is a treasurer's bond legal if not double the amount to come into his hands?

A. It is legal if accepted and approved by the director and clerk. If found to be insufficient to secure the district, additional security should be demanded.

THE BOARD.

Q. Can the board, as such, call a special meeting?

A. It has no authority to do so.

Q. If a district rescinds a vote not to admit foreign pupils, is the board thereby authorized to admit them?

A. That would be the natural implication of the rescinding vote, but if disputed, have another meeting.

Q. For twelve years we have had a graded school and two teachers. At the last annual meeting nothing was said about two teachers, and the board has hired but one. Was this right?

A. The board should have hired two teachers, if needed, notwithstanding the silence of the meeting.

Q. Is the board required to provide for a school, as formerly, if the district neglects it? I find no provision in the code.

A. Yes, in section 437.

Q. Can the board transfer money from one fund to another, and thus dis charge an indebtedness?

A. No authority is given the board to do this.

Q. Must the board absolutely post up the list of books adopted, and is there any penalty for neglecting it?

A. Yes, it is their duty, and school officers are liable to removal for willful neglect of duty.

TEXT-BOOKS.

Q. Where text-books have been adopted, and purchased for the free use of the pupils, can any parents refuse to allow their children to be furnished with them?

A. If any parents prefer to buy books for their children it would be as well to allow them the privilege, but it can be asked only as a privilege. It has so long been the custom for children to bring their own books that an abrupt change need not be arbitrarily enforced, more especially as the district saves expense by allowing the privilege mentioned.

Q. The district having duly authorized district purchase, is a contract by a board to purchase books of a certain house for five years for the district, legal?

A. No, the district, at their next annual meeting, may rescind the vote for *district* purchase, and the board, at the end of three years, may adopt different books. Any contract or agreement made should be subject to these contingencies.

Q. Is an adoption of books legal and binding, if without date?

A. The mere absence of date from the list filed in the school-house does not render the action invalid, as the date may at any time be added. If the record is without date, the omission should be supplied, as near as may be.

TAXES.

Q. Is a tax returned by a district clerk illegally elected to the office (being a minor) to be entered and assessed?.

A. Yes, the return being sworn to by the person signing as district clerk, is a legal return, although investigation might show that the acting clerk is not a legal officer.

Q. If a tax returned is not sworn to, should it be entered?

A. No, the return is not sufficient without affidavit, and should be sent back, that the deficiency may be supplied.

Q. A tax having been returned and entered, can the district change the amount?

A. A district may modify its vote as to tax, if done before the third Monday in November.

Q. Please explain the discrepancy between Section 554, printed in the school code, and section 1074, revised statutes. I allude to the

words "one-half the amount," in section 554, and "not less than the amount," in section 1074.

A. The words in section 554 are repeated from the constitution, Art. X, Sec. 4, and limit even the legislature; but they do not *authorize* the State Superintendent to apportion on the basis of "one-half," so long as the law prescribes that the basis shall be an amount at least equal to the last apportionment.

THE TEACHER.

Q. May a teacher who is dissatisfied with the marking of his certificate, reasonably request his examination papers to be sent to him, to look over?

A. This would not be reasonable. The papers are in the nature public records. At a proper time, the superintendent would doubtless allow them to be looked at in his office, upon proper request made.

Q. May a teacher employ a substitute, while sick, and still draw his pay?

A. This is not authorized by law. By arrangement with the teacher. the board may obtain the services of another qualified teacher, to continue the school.

Q. If a teacher has to close his school that an examination may be held in the school room, must he lose his time?

A. Not if closed by the board, without his consent.

Q. Can a teacher enforce an oral contract to teach a school, both parties neglecting to reduce the contract to writing when made?

A. If a qualified teacher, and the contract can be proved, it can be enforced; but as a matter of prudence, the contract should always be in writing, and filed, with a copy of the certificate, as the law directs.

Q. Can a teacher legally board outside the district?

A. There is no law against it. He must fulfill his contract as to teaching the school — that is all; but a distant boarding place might interfere with this.

Q. Can a teacher's wages be garnisheed?

A. A creditor cannot proceed by garnishment against municipal corporations, according to section 2752, R. S., and a school district is a municipal corporation.

SUPERINTENDENT AND TEACHER.

Q. May a superintendent require examination in the constitutions, under Sec. 450, as it now reads?

A. The omission of "constitutions" from the section, looks like an oversight, if read in connection with section 447; and as the subject is to be taught, at least in the winter schools, examination in it may reasonably be required, under section 451, when the superintendent thinks it proper.

Q. What is a superintendent to do when he finds a person teaching without a certificate?

A. Talk with the board and teacher, and if the neglect proceeds from ignorance, perhaps a private examination will be asked and granted. If the neglect is willful, call attention to sections 438 and 558, and the comments thereon, and to section 502.

Q. Must charges of immoral conduct against a teacher be specific as to time and place?

A. Yes, the superintendent should be governed by the general rules of evidence, in hearing the charges.

CERTIFICATES.

Q. Is a certificate legal which does not show the holder's standing, and can the holder collect his wages on it?

A. It is valid, so far as collecting wages is concerned. It does not comply with the direction of the statute as to standing, but that is for the information of the contracting school board, which they can waive, if willing to do so. It is not essential to the validity of a certificate.

Q. Can a teacher who holds only a "license" or limited certificate, collect his wages?

A. Yes, the certificate though not very valuable as evidence of literary and professional qualifieations, is legal and valid for the purpose mentioned, subject, of course to the limitations of time or territory, which may be placed upon it.

Q. Must a first grade certificate, granted at a private examination, be limited to the time of the next public examination, the same as a third grade?

A. The law makes no distinction on the score of grade. The general policy is to discourage private examinations. A teacher who can get a first grade, can also, with a little more effort, get at least a limited life certificate.

Q. Is a certificate valid that is granted without examination?

A. A certificate, setting forth that the holder is a qualified teacher, etc., and signed by the superintendent, is *prima facie* good, for the

holder. But a superintendent who grants certificates without examination should incur grave censure, and perhaps removal from office.

MISCELLANEOUS.

Q. Is there any penalty for using profane or obscene language about a school building or its premises? I have been told that it was punishable by fine and imprisonment.

A. There is no statute specifically to this effect, but section 4572 of the Revised Statutes reads: "Any person who shall willfully, maliciously, or wantonly interrupt, or in any way molest or disturb any private or public school, while in session, shall be punished by imprisonment in the county jail, not more than thirty days or by fine not exceeding fifty dollars." A school might be very seriously molested and disturbed by the utterance of profane or obscene language on the premises. See also section 892, sub-division 17.

Q. Does an appeal lie from the decision of the county judge in the matter of the removal of a district officer?

A. Not to the State Superintendent. If at all, to the circuit court.

Q. What is the meaning of the word "voted," in section 432 of the school code and of the revised statutes?

A. It is to be understood in the general sense that the board can take no action, unless they have a meeting and then and there determine upon such action. Of course, a majority of the board is sufficient to act, a meeting having been duly called, except where the statute provides otherwise, as in section 435.

Q. Is personal property always to be assessed for school taxes where the owner resides?

A. "As between school districts, the locality of personal property for taxation shall be determined by the same rules as between assessment districts." (Section 1040, R. S.) Merchant's goods, wares, commodities kept for sale, tools and machinery, manufacturing stock, farm implements, live stock and farm products (except grain in warehouse), are to be assessed in the district where located.

Q. Our school house is found to be in a street; the district won't act in regard to getting a site and moving it; is it the duty of the board to do it?

A. No such duty is devolved upon it by law. It should persist in seeking action by the district.

Q. Can the board let in one denomination, and shut out another from the school house?

A. That would be improper. It would look like being "sectarian."

EDUCATIONAL MEETINGS.

WISCONSIN TEACHERS' ASSOCIATION.

Executive Session to be held at Madison, December 25, 26, 27, 1878.

PROGRAMME.

WEDNESDAY EVENING, *December* 25.

7:30 o'clock — Opening Exercises.

1. At the Paris Exposition, and on the Continent — T. C. Chamberlain, W. S. Johnson.
2. General Business.

THURSDAY MORNING, *December* 26.

1. Educational Exhibits: At County Fairs — F. W. Isham, C. J. Collier; At Annual Meetings of Association — R. W. Burton.
   Discussion.
2. Paper — Relation of Education to Politics — T. Frawley.
   Discussion.
3. Paper — Function of Geography in a Course of Study — Miss Rose Swart.
   Discussion.

THURSDAY EVENING, *December* 26.

1. A Teacher's Observations in South America and Germany — J. W. Stearns.
2. General Business.

FRIDAY MORNING, *December* 27.

1. Paper — School Work in Wisconsin, as affected by recent Legislation — W. C. Whitford.
   Discussion.
2. Paper — Relation of Schools to Public Health — Geo. Beck.
   Discussion.
3. General Business.

FRIDAY EVENING, *December* 27.

1. Paper — Some Practicable Reforms in Common School Education — Jas. MacAlister.
   Discussion.
2. General Business.

The morning sessions will begin at 9 o'clock, and the evening sessions at 7:30.

PRINCIPALS' SECTION.

THURSDAY, 2 P. M.

1. Nominal Superintendents — R. W. Burton.
   Discussion.
2. Paper — Inducements to Teach — E. R. Smith.
3. State Certificates — W. H. Beach.
   Discussion.

4. How may Teachers keep out of "Ruts?" — Alexander Kerr.

5. Reports of Committees, Election of Officers, and other business.

HOTEL RATES. — (By special arrangement with the proprietors.) Capital House, $1.00 to $1.50 per day; Vilas House, $1.25, $1.50 and $2.00 per day; Park Hotel, $2.00 per day.

RAILROAD RATES. — The Chicago & Northwestern; the Chicago, St. Paul & Minneapolis: the Chicago, Milwaukee & St. Paul; the Green Bay & Minnesota; the Western Union; the Wisconsin Central; and the Milwaukee, Lake Shore & Western Railways, will sell return tickets at one fifth fare to such as paid *full fare in coming*, on presentation of certificate properly indorsed by the Secretary. The Mineral Point Railway will sell round trip tickets for one and one-fifth regular single fare, on application at the home office, Mineral Point. The St. Paul, Stillwater & Taylor's Falls Railway will sell round trip tickets at Wisconsin stations for one and one-fifth regular single fare.

There will be no sessions of the Association on Thursday and Friday afternoons, to enable members to attend the meetings of the Superintendents, and the Principals' Association.

The Executive Committee will meet on Thursday at 5 P. M.

December 2, 1878.

W. H. CHANDLER, *President.*
A. A. MILLER, *Secretary.*
JAS. MAC ALISTER, *Chairman Ex. Com.*

CONVENTION OF SUPERINTENDENTS.

To be held at Madison, Thursday and Friday Afternoons, December 26th and 27th, 1878.

The following Programme of Exercises has been prepared by the Executice Committee, viz:

THURSDAY, P. M, *December* 26.

1. Address by the State Superintendent.
2. How to secure the Co-operation of School District Boards and Patrons with County Superintendents — Supt. J. B. Tracy.
3. The County Superintendent as an Educational Lecturer — Supt. J. T. Lunn.
4. Is a Uniform Course of Study for Country Schools practicable, and if so, should it not be in detail to be effective? — Supt's Walker and Ames.

Discussion upon the above topics.

FRIDAY, P. M., *December* 27.

1. Teachers' Examinations, how conducted, of what value, how frequent, what to consist of — Supt. Agnes Hosford.
2. County Associations and Teachers' Meetings — Supt's Hutchins and Shaw.
3. A More Uniform Supervision, and a closer relation between County Superintendents and the Educational Department of the State needed — Supt's Richmond and Delaney.
4. Teachers' Libraries and other means of Mutual Improvement — Supt's Flavin and Parsons.
5. General Business.

WM. C. WHITFORD, *Supt. Public Instruction.*

M. S. FRAWLEY, JOHN M. WEST, KENNEDY SCOTT, *Executive Committee.*

EDITORIAL.

THE FREE HIGH SCHOOL LAW—TIMID LEGISLATION.

The idea underlying the Free High School Law was meritorious. Its realization, so far, has not been encouraging. The idea was to promote the organization of secondary schools in localities where they did not exist, and were not likely to be found, under existing circumstances. In short, to encourage the establishment of country high schools, or something approximating such schools. Instead of this, schools of this grade already existing in our cities and villages, have, so far, absorbed most of the subsidy provided by the legislature.

Twenty years ago (June 1, 1858) was first published the enactment providing for "union districts for high school purposes." In the school code of 1863, the provisions were enlarged; but a remark made in a report to the State Teachers' Association of the same year: "The law of 1858, authorizing the union of any two or more contiguous districts for high school purposes, has been inoperative, for the reason that except with an evident prospect of material advantage, people do not readily make changes of this nature, which are merely permissive and not obligatory," may be repeated now with emphasis. The law stood upon the statute book twenty years, almost a dead letter. The revisers have wisely expunged it.

In 1869, the Township Law was enacted. It was excellent in itself, but being merely permissive, nine years have yielded scarcely any fruits. There seems to be no hope that nine years more will give us much better results.

In 1875, the Free High School law was enacted. In the opinion of the present writer, then as now entertained, it would have been wiser to have enlarged and perfected the Township Law, and to have made it obligatory. The original framers of our present school system built as well as they knew how. Not venturing upon anything new, they gave the people the system then known in all the states eastward, from Michigan to Maine—the single district system; with a town and no county superintendency, for the reason, probably, that the latter had fallen into disrepute in New York and Vermont.

Had their wisdom and their courage been equal to the establishment of a well devised town system, with a good county superintendency, or had the legislature of 1859 ventured upon so beneficent a measure, when a bill was before it for that purpose, there is reason to believe that our progress in school matters might have been much greater. Had the act of 1869 been made obligatory, we should to-day be far in advance of where we are now.

These remarks are not aside from the point with which we set out. The common school but imperfectly fulfills its purpose if it only affords elementary instruction. That school system is unequal and imperfect under which higher instruction is unattainable, or no adequate provisions made for it, except in cities and villages. Such, substantially, is the state of things with us. The Union District plan, the Township System, the Free High School law, all contemplated something better, but do not reach it. We have little more to add now, on this

point, except that schools of a higher grade than the common district school would be the natural outgrowth, in our rural towns, of a wise and well managed town system. Not equally, of course, in all parts of the state, but gradually, and in a healthy, permanent way. And it is a mistake to suppose that the people will bear no compulsion in these matters. Under the present system, five months school is compulsory, and is for the most part cheerfully submitted to, in the poorest districts, but is made much more palatable by the slight aid afforded from the school fund. Every town should first be made a unit for school purposes—a school district, and then every town with a certain population, should be required to establish and maintain a school of higher grade, as Massachusetts decreed two hundred and thirty years ago, and encouraged to do so by the proffer of moderate aid.

But to come to the Free High School law as it is. The present unexpected and disastrous aspect of the matter may be attributed in great part to the departure from the original idea of the plan, which was "to encourage the voluntary creation of town high schools." It was soon found, or at least it was alleged that a bill could not be passed unless the "encouragement" was extended to villages and cities. It was argued that as these corporations must pay a good deal of the high school tax, they must be allowed to share in the benefit. Then when it was found inconvenient or impracticable for some cities to "establish" their school by vote, the door was thrown wide open, and access to the fund made as easy as possible. Now let us see the working of the plan: Fifty-seven schools were reported as receiving aid last December (1877). Fifty of them at least were schools already in operation. We are not certain that more than one was called into existence, by the law, as a school for a town. That was in Kewaunee. In a few other places the higher grade of an existing school was made still higher, but practically, the state paid out $25,000 in aid of a class of schools which from their location, were generally able to take care of themselves. In its practical operation, then, the law has proved to be something quite different from "a law to encourage the voluntary creation of town high schools." (Rep. State Supt., 1875, p. 33).

It is not surprising, therefore, that the law has fallen into disrepute. It would not do to assume that the legislature, at its extra session, gave this or any other law, as revised, a careful scrutiny, but it now appears on the statute book, with its restrictive amendments, with legislative sanction; and there is no reason to believe that the next or any future legislature, whatever else they may do with it, will restore it to its former condition.

At the same time, the reasonable expectations of the schools that had, as they supposed, complied with the law, and become entitled to aid, should not be ignored. These schools were maintained during the regular school year ending August 31 last, under a law which continued in force up to November 1, three months later. The argument that the aid rendered to high schools is not in the nature of a debt, or obligation, but of a subsidy or donation, by the state, and hat the state may at its pleasure, cut it off, or modify and render more difficult the conditions upon which it is given, may be sound in law, and is the ground upon which it is held that the state has, by the revision of the law, taking effect

November 1, changed the conditions upon which the money may now be paid out; but it is none the less true that there is an equity in the matter that ought to be considered, and that the legislature may reasonably be expected to pass a relief bill next winter, to meet the case of those schools (nearly the whole number), which have not been maintained "in a building not used for other school purposes,"—which the law now requires as one of the conditions of obtaining the aid sought. P.

DEATH OF PROF. CARPENTER.

Ere this, our readers have generally learned the sad news that Professor S. H. CARPENTER, of the State University, is no more on earth! Leaving home in good health, to attend upon the last hours of a brother, in Geneva, New York, and announced to be with his classes by a certain day, they assembled instead, with their fellow students, the Faculty, and a large concourse of citizens, to meet his mortal remains, and join in the last sad rites paid to humanity.

Dr. Carpenter's death is not only a great loss to the University, where he has so ably and acceptably labored for many years, but to the whole State. Preeminent in natural ability, varied and accurate in his attainments, clear and logical as a thinker, and forcible as a speaker and writer, he was not only a teacher of singular skill and usefulness, but one of those men of sound culture whom the community can ill afford to lose. The teachers of the State especially will keenly feel his loss.

The memorial service held on Monday, December the 9th, in this city, was a fitting tribute to his worth, and evinced how profound was the respect in which he was held by all who knew him. Having long been a member of the State Association, and in various ways prominently connected with the educational work of the State, we doubt not that the Association will take action for the preparation of a suitable memoir, to be spread upon the pages of the JOURNAL. We give here, therefore, but an outline of his life.

Born at Little Falls, N. Y., in 1831, educated at Munro Academy, in Elbridge, at Hamilton College and the University of Rochester, from which last institution he graduated in 1852, he came to Wisconsin the same year. In this, the State of his adoption, he has served two years as a Tutor in the University, and two years as Assistant State Superintendent; then, leaving the State, a year or two as Professor of Ancient Languages in St. Paul's College, Mo.; returning to the State, as County Superintendent, in Dane county, as a member of the Board of Education in Madison, and since 1866, as a Professor in different capacities, in the State University.

This gives but an outline of his more public spheres of activity. He has also been busy as a writer and lecturer, and evinced that versatility of mind and attainments which marks the true scholar and man of genius. Who shall worthily fill his place?

It would be doing injustice to Dr. Carpenter not to record in the last place that he was a man of high moral and religious purpose. He was not only the exemplary, useful citizen, but Christian. Both by his pen and as a lecturer, he

did good service in the cause of man's highest interests, and though a layman, not unfrequently filled various pulpits in this city, and always to the edification of those who heard him.

☞ We would request all who are still indebted for the past year, to remit the amount due and not wait for another bill.

NEW PUBLICATIONS.

ORATORY AND ORATORS. By William Matthews, LL. D., Author of "Getting on in the World," etc. Chicago: S. C. Griggs & Co. Price, $2.00.

It is quite apparent, by this time, that we have both authors and publishers in the West The East already gets her bread from us; the time is not far distant when we shall have no need to depend on her for any mental food. Dr. Matthews is one of our incisive, pleasing and instructive writers at the west, whose works are constantly growing in popularity and influence. The object of the work before us, he well says, is not to swell but to purify the streams of oratory. This can be done in no way more effectually than by holding up before our our numerous orators good models. This our author does, after discussing the subject in a pleasant manner through several chapters, and in its various aspects. The book, besides furnishing good reading for all, may especially be recommended to aspiring young men, and to all whose business it is to speak in public. It abounds in felicitous illustrations of all points discussed, drawn from the examples of great orators, especially our own — men who like Clay, Calhoun and Webster, have acquired an enduring fame.

AN ELEMENTARY GEOLOGY. By E. Andrews, LL. D., of the Ohio Geological Corps. Cincinnati: Van Antwerp, Bragg & Co. 283 pp. Price, $1.00.

The noteworthy features of this valuable addition to the publishers' series of scientific manuals for schools, are its freshness, its limitation to a reasonable field, and its adaptation to the wants of the west. It discusses in detail the geology of the interior states only, including Wisconsin; and as these are rich in varied geological features and fossils, and have large coal fields and extensive mines of the principal economic metals, the field covered is admirably adapted to the purposes of the author. The book must have a ready and large sale. The subject is one of the most interesting as well as practical that can be introduced into our higher schools. Dr. Andrews is not only a practical geologist, but has been professor of geology in Marietta College, and is admirably fitted for the task he has so well executed.

ANNOTATED POEMS OF ENGLISH AUTHORS. — Under this general caption, Messrs. J. B. Lippincott & Co., of Philadelphia, are issuing some of the standard poems of English authors in a very neat form, for the use of higher schools and students of literature. They are edited by Rev. E. T. Stevens, of Oxford, and Rev. D. Morris, of London, both well known in England, and to some ex-

tent in this country, as esteemed writers for schools and for the young. We have before us of the series, Gray's "Elegy in a Country Churchyard" (20 cts.), Goldsmith's "Deserted Village" (20 cts.), Goldsmith's "Traveler" (25 cts.), and Scott's "Lady of the Lake," Canto I (25 cts.). The books bear evidence of careful and judicious scholarship, and will be heartily welcomed by those who wish to study the shorter English poems of enduring fame and merit, with the help of commentators "to the manor born." Sent by mail on receipt of price.

THE SCIENCE AND ART OF ELOCUTION. — By Frank H. Fenno, of the National School of Elocution and Oratory. Philadelphia: John E. Potter & Co.

The compiler of this handsome volume discusses briefly the theory of the subject, then treats a little upon vocal culture, and fills the bulk of the book with "readings and recitals," accompanied with suggestions as to the proper mode of rendering them. The book is a valuable addition to those designed to aid in elocutionary exercises, or in other words, to show the more advanced pupil "how to read and speak." 344 pp., 12mo. Price, $1.25.

THALHEIMER'S HISTORIES. — We have before us fresh copies of Miss Thalheimer's "Manual of Ancient History," and of her "Mediæval and Modern History," both favorably noticed in our pages some time ago. The style is easy, flowing and attractive, and the compilation of facts judicious. Teachers and readers generally cannot do better than to make themselves familiar with these volumes, which exhibit the well-known neatness and finish of all the issues of the publishers, Messrs. Van Antwerp, Bragg & Co., Cincinnati. As will be seen by their advertisement, the foregoing publishers announce other school histories by the same talented writer.

WORDS, AND HOW TO PUT THEM TOGETHER, is designed to precede all other primary grammars, and to make their "paths straight." It looks as if it might be used to good purpose by skillful teachers. It has been prepared by H. Ballard, Prin. Lennox (Mass.) High School, and is published by D. Appleton & Co. Address, for sample copy, Hiram Hadley, 61, Washington St., Chicago.

THOMSON'S INTELLECTUAL ARITHMETIC, one of the New Mathematical Series, issued by Clark & Maynard, New York, is a very neat little book, and will be welcomed by those who prefer Dr. Thomson's arithmetics. Specimen copies sent for 20 cts. Address 5, Barclay St., N. Y.

SCHOOL AND SOCIAL DRAMA. — Teachers and amateurs in want of attractive plays, will do well to communicate with T. S. Denison, Chicago, who has laid a dozen on our table, both grave and gay, which require from fifteen minutes to an hour and three-fourths for presentation. Price, 15 cts. each. Some of them are in aid of the temperance cause.

THE YOUNG SCIENTIST, published monthly, in New York, at 50 cents a year, abounds in useful and interesting things for youthful cultivators of science and experimenters in the arts. Address Box 4875.

THE AMATEUR'S HANDBOOK, published by the Industrial Publication Co., at 176, Broadway, N. Y., contains directions for a large number of the finer mechanical and chemical processes used in the arts, with several good receipts. Price, 10 cts., by mail.

NOTES.

THE changes in the school laws, consequent upon the revision of the statutes, give rise to a new series of obscurities and questions, and hence expand the Official Department this month to unusual proportions.

OUR subscribers, whose year runs out with this month — or at any other time — and who do not want to continue, will be kind enough to notify us in season, and not wait a month or two.

WE should esteem it as a favor to the JOURNAL, if our patrons, who take an interest in its continuance, would lend a little aid in keeping up and extending its circulation by sending us an additional name or two, now and then — particularly now.

THE decision by the supreme court, printed in the last number of the JOURNAL, gives great satisfaction. A valued correspondent writes: "Prof. Burton is entitled to the thanks and congratulations of all the brotherhood of teachers of the state."

THE Rev. Frederick S. Jewell, author of a treatise on School Government, and for some years connected with the oldest of the normal schools in New York — that at Albany — is in charge of a diocesan church school lately established by Bishop Brown, at Fond du Lac. We are glad to welcome him to our State.

THE catalogue of the State University, lately issued, shows a total enrollment of 388 students, against 316 a year ago. The Freshman class is increased from 60 to 82; the Sub-Freshman from 72 to 109. Several things in the announcement give signs of healthy progress, but we are sorry to see that the one student of a year ago, in the Department of Agriculture, is still solitary.

THE records of the State Examinations, in the office of the State Superintendent, show that only five teachers, who have received the five years' certificate on the recommendations of the State Board of Examiners, have now their certificates in force. All the others have expired by the limitation in time, or the holders have obtained by subsequent examinations the unlimited certificate. Those in force are held by J. C. Smith, expiring in 1879; by Michael H. Cleary, expiring in 1881; and by W. S. Gordon, Harriet A. Salisbury, and Mary Lantry, expiring in 1883.

THE issue of this number has been unavoidably delayed, in consequence of the necessary absence of one of the editors.

IN answer to many inquiries, we would say that the revised statutes are to be obtained by remitting $3.00 to Q. H. Barron, Supt. Public Property, Madison.

THE supply of dictionaries procured the past year for distribution from the office of the State Superintendent being exhausted, no more can be furnished to schools until the legislature makes provision for the purchase of more.

THE second and revised edition of Volume II, of the Geology of Wisconsin, is now ready for sale in accordance with chapter 145 of the laws of 1878. It consists of a large, handsome volume of 768 royal octavo pages, illustrated by 121 wood cuts, and 37 lithographic plates, and is accompanied by a folio atlas of 14 large sheets, beautifully executed. It may be had, by citizens of Wisconsin, at cost price, viz., $3.50. Address, with remittance, Superintendent of Public Property, Madison, Wis.

RACINE College has 44 students in the college classes, and 124 in the grammar school. This institution has a wide reputation as a training school for boys.

BELOIT College, by its catalogue, has 61 students in the regular classes, and 100 in the Preparatory Department. This college vigorously maintains its high standard, and insists on thorough scholarship.

THE friends of Lawrence University, at Appleton, are making an effort to raise, by subscriptions, $100,000, to put its endowment fund on a more solid basis. We hope they may succeed.

SCHOOL matters in Beloit are moving along, we hear, quite satisfactorily. They have arranged an additional course of study for the high school, called the "English and Scientific."

WE have good accounts of the school at Neillsville, in charge of Mr. Deming; also of the institute held there for Clark county, "which showed even some graduates the necessity of thoroughness in first principles."

MANY local papers in the state are now furnishing excellent items of educational news, prepared by county superintendents and principals of public schools.

THE plan as to text-books referred to by the superintendent of Eau Claire Co., in Sept., in the first "Note," but of which the printer allowed only the head to appear, is as follows:

During the last year this plan was tried in nine districts, and, I believe, has given entire satisfaction in every case. By this plan the books may be ready for every pupil the first day of school. No time is lost in waiting to find out what books are needed, for a chance to send to town, or till "father can get the money." Every pupil is supplied, and the pernicious system of borrowing, with its opportunities for whispering, leaving seats, and mischief making, is ended. Pupils may be properly classified without a needless number of recitations, hence the time of the teacher may be more profitably employed in giving instruction. The same books will serve several successive classes. The books are better taken care of than when owned by individual pupils. The very serious evil of marking, cutting, and destroying books has disappeared in those districts in which the books are owned by the district. Pupils who have not attended school, because too poor to buy books, and too proud to use the books of the district when urnished as a charity, will attend school when books are provided for all.

THE River Falls Normal School graduates a class of nine in the Elementary Course, at the close of the present term.

REPORTS from the State University of Iowa, under the presidency of ex-Supt. Pickard, formerly of this state, show enlarged efficiency and usefulness.

PROF. W. S. JOHNSON, of the Whitewater Normal School, lectured the first of this month at New Lisbon, on "The City of London, Its People and Surroundings." The effort was highly commended.

SUPT. DORE, of Clark county, has published his annual report to the supervisors of his county. It is a document filling ten pages in pamphlet form, and furnishing most interesting matter to the citizens of his county.

WE always read with interest the items, under Educational News, prepared by Supt. Baker, of Pierce county, for the River Falls Journal. His recent article on "Programme for Common Schools," is worthy of careful study.

NEARLY all the materials for the Annual Report of the State Superintendent have been received by the middle of December this year, and the Superintendent will be busily occupied, for the coming month, in the preparation of his report.

WE regret to announce that Prof. Nicodemus, of the State University, has been compelled, by nervous prostration, to secure an indefinite leave of absence. He has gone to the South to seek rest and recovery.

WE hear only words of praise from all sources concerning the new regime at the Whitewater Normal School. Pres. Stearns is winning the high esteem of the students, the other members of the faculty, and the citizens of the place.

MR. BURTON's communication on "Exhibitory Department," was in our hands some time ago, but got left out. He is to continue the discussion at the approaching session of the Association. The subject is worthy of thorough consideration.

To be tried before a jury of twelve men, who read but little even in their own county papers, and who render a verdict on a case of outrageous slanders, saying they care nothing for the evidence, or the charge of the judge in the case, is not encouraging to one who seeks for justice and protection from the law.

HON. W. H. CHANDLER, President of Wisconsin Teachers' Association, writes that he has assurances from all but one on the programme, for the holiday session of that body at Madison, that the exercises assigned them will be in readiness. The papers and discussions promise to be of unusual interest.

PROF. J. M. STILLMAN, of Chicago, took the the charge of the State Musical Convention, held at Ripon the first of this month. It was a very successful enterprise. He is also holding local conventions in this state and Illinois this winter. In this work, he has had large experience, and gives the best satisfaction.

Now and then reports reach us that prominent teachers in the state are unrelentingly pursued by untruthful, unscrupulous, and malicious busy bodies in the communities where they are laboring. The old advice, to pay but little attention to them, but keep working steadily on with an unruffled temper, contains great wisdom.

WALWORTH county is fortunate in having all its graded schools, as well as its ungraded, under the supervision of its county superintendent. Mr. Isham recently presented in the Independent, at Elkhorn, a careful report from the nine graded schools of the county. Under the items of punctuality and attendance, the report attracts attention.

We have received from Prof. J. D. Bond, who superintends instruction in penmanship in the public schools of St. Paul, Minn., several samples of the work done by the pupils between the ages of ten and fourteen years, in these schools. His staff-ruled writing books are used exclusively. The samples show excellent progress.

A small but well prepared sheet, called "The Deaf-Mute Press," is issued semi-monthly by the Institute for the Education of the Deaf and Dumb, at Delavan. The work of type-setting and printing is performed by some pupils, with but few types and a hundred dollar hand press. Interesting articles are furnished by the more advanced pupils.

Regent Sherman, of the Normal School Board, has sent his resignation to the Governor. Attention to his large business necessitates this act. His withdrawal from the Board will be deeply regretted both by his associate regents and by the faculties of our normal schools. By his eminent culture, his broad views on education, and his great sagacity in practical affairs, he had made his counsels and his efforts in the Board very valuable to the state.

A Mr. Edward Taylor, A. M., of Chicago, has written, and Geo. Sherwood & Co., of the same place, have published, a "Model History of the United States." The Nation, after showing, by numerous examples, that the industrious compiler has copied largely, and almost word for word, from Higginson's "Young Folks' United States," says it is "a model history in the sense of being a history based on a model, and adhering to it pretty closely."

A county superintendent sends us a sam ple letter from a teacher in an adjoining county, who desires him to endorse a certificate obtained from another superintendent. It runs as follows: "Last Monday a distric clerk from dane Co. came to me and wanted me to teach his school. I was not going to consent at first for I had three clerks come to me and ask me the same. But he said that It was time that the school had began and was very ancious for me to take the school so I finaly consented to teach the school. If you will be so kind as to endors this certificate you will accomodate me very mutch."

Other county superintendents can testify as does Supt. Millard, of Green Lake county, in reference to the advisability of uniting the exercises of a regular institute with those of a county school, or normal class, held four or six weeks previously. In speaking of his institute in October, he remarks: "A conductor works against great odds, who comes into a school which has been in session a month or more, as was this, and then institutes any new proceedings, or breaks in upon the usual course of study. It was the cause of some feeling here. Some were a little out of joint in the matter. Nothing that either Prof. Salisbury or I was responsible for in any way; but simply because it was a break upon the regular study. It is a question in my mind whether such a course is beneficial. It seems to me that some other time would give the conductor a better showing, than to come in during the last week or two of the session."

The following is a list of principals, teaching in graded schools, in Columbia county; the number of the schools is creditable:

Kilbourn City,	A. L. Burnham.
Pardeeville,	Wm. C. Lockhart.
Cambria,	Zadoe Merrill.
Randolph,	J. J. Lloyd.
Lodi,	W. E. Todd.
Wyocena,	John A. Patchin.
Rio,	John R. Hughes.
Fall River,	Alice Lowth.
Poynette,	Sylvanus Ames.
Columbus,	G. M. Bowen.
Portage,	Wm. G. Clough.

The last three are free high schools, and the only ones in the county.

At one of the recent institutes, Prof. Thayer discussed, in a pertinent way, the question: "What are some of the prominent causes of failure in teaching. Five causes were mentioned. First. Want of government, inability to control and direct others, and at times oneself. Second. Want of interest in the work, using the position merely as a means to some distinct end, separate and opposed to the one in hand. Third. Want of efficient knowledge, and in line with this comes loss of confidence in the teacher on the part of pupil and patron. Fourth. Want of ability to teach, to impart to others that which we know, to explain, to illustrate. Fifth. Want of special preparation for the work by schooling, by attending meetings, both institutes and associations. The duty of the person desiring to teach is to see to it that these pitfalls, so to speak, are guarded and avoided. Work, constant work, is necessary to secure success in the teacher's profession."

Miss Hill, teacher in the Grammar room of the Oshkosh Normal School, has formed a sewing class, which meets on Saturday morning from 10 to 12 o'clock. This is certainly an excellent example, and provision should be made for such instruction in the employment and salaries of teachers. It used to be required in all English girls' schools, as it is now in

many of them, that the teacher should instruct the children in plain needle-work. When visiting the Young School in East Aurora, last March, we saw girls of from 6 to 8 years of age enjoying themselves between certain other school exercises by sewing under the eye and advice of the teacher, who said that she found time to direct them by a word now and then, without interfering with her other duties. But then she "enjoyed" teaching, she said; and we believed her, for "she looked it," and the school showed it. The majority of the scholars who exhibited their samples of sewing, with such honest pride, were of a class who could not learn lessons of this kind at home. In the future, when looking back to their school days, many of them will testify that nothing learned at school has done more to help them in their home duties, than these very simple industrial lessons.

NEW HAMPSHIRE has passed a law allowing women to vote in school meetings. This is an advance upon the privilege granted them in this state, where they can hold school offices, but cannot vote at school meetings.

A WRITER in the *Revue Pedagogique* of Paris gives the following statistics: "Each inhabitant of the United States pays $2.02 for the support of the public schools, and $1.39 for military purposes. These two items of expenditure in other countries of the world are as follows: Prussia, 31 cents and $2.29; Austria, 34 cents and $1.39; France, 29 cents and $4.50; Italy, 13 cents and $1.57; England and Wales, 66 cents and $3.86; Switzerland, 88 cents and $1."

THE annual reports of the public schools of the cities in this state, show the number of children between 4 and 15 years of age in those cities, and also the number of these children in attendance upon the schools. The following table contains the names of the principal cities and the percentage of attendance of these children for the year ending August 31st, 1878:

City.	Percentage.
Appleton	73.7
Beaver Dam	58.0
Beloit	72.9
Berlin	75.5
Columbus	112.4
Fort Howard	91.4
Grand Rapids	72.5
Green Bay	72.8
Hudson	98.7
Janesville	71.3
Kenosha	84.7
La Crosse	63.5
Madison	75.8
Mineral Point	80.0
Neenah	81.7
Oshkosh	63.4
Portage	68.3
Prairie du Chien	58.4
Racine	56.8
Sheboygan	43.7
Stevens Point	65.3
Watertown	43.7
Wausau	85.4

The larger percentage at Columbus is probably to be accounted for by the heavy attendance of suburban children.

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THE STATE NORMAL SCHOOLS.

RIVER FALLS,	Winter Term,	will open	WEDNESDAY,	Jan. 2.
PLATTEVILLE,	"	"	" TUESDAY,	January 8.
OSHKOSH,	"	"	" WEDNESDAY,	Jan. 9.
WHITEWATER,	Second Term		" WEDNESDAY,	Jan. 30.

Examination for admission the day previous.

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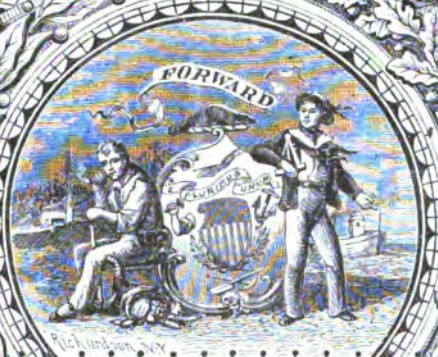

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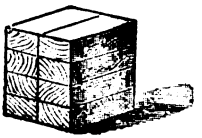

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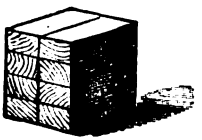

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